

*Ontario Special Ed*



Ontario

Ministry  
of  
Education

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# Special Education Information Handbook 1981

International Year  
of Disabled Persons

1981



Année internationale  
des personnes handicapées





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SPECIAL EDUCATION INFORMATION HANDBOOK





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The Education Act, 1974 has recently undergone revision. Unless otherwise described the Education Act referred to in this handbook is the Education Act, R.S.O. 1980, Chapter 129.





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## PREFACE

In order to assist trustees and administrators to implement new initiatives and to reassess established programs and services in special education, this publication combines references to legislation, regulations, and policies pertaining to the education of exceptional pupils in Ontario. It is designed to serve as a handbook of administrative and resource information.

This publication is intended to replace Education for Exceptional Students, issued in 1976.

It is the Ministry of Education's intention to update this handbook annually. Ideas for the improvement of this document may emerge as a result of its use. These may be submitted to:

The Director  
Special Education Branch  
Mowat Block, 17th Floor  
Queen's Park  
Toronto, Ontario M7A 1L2

## RATIONALE FOR THE EDUCATION OF EXCEPTIONAL PUPILS

### Provisions for Pupils

In accordance with the Education Act:

1. Each Ontario school-age pupil is entitled to access to publicly supported education regardless of the pupil's special needs.
2. Pupils who are exceptional are entitled to special education programs and services suited to those needs.
3. Parents or guardians of exceptional pupils are consulted with regard to the assessment, identification, and placement of such pupils.

### Basic Principles

Programs and services for all pupils in Ontario, including those who are exceptional, are supplied in accordance with the requirements of the Education Act and with the principles articulated in The Formative Years, Education in the Primary and Junior Divisions and Circular H.S.1. Those principles include the following:

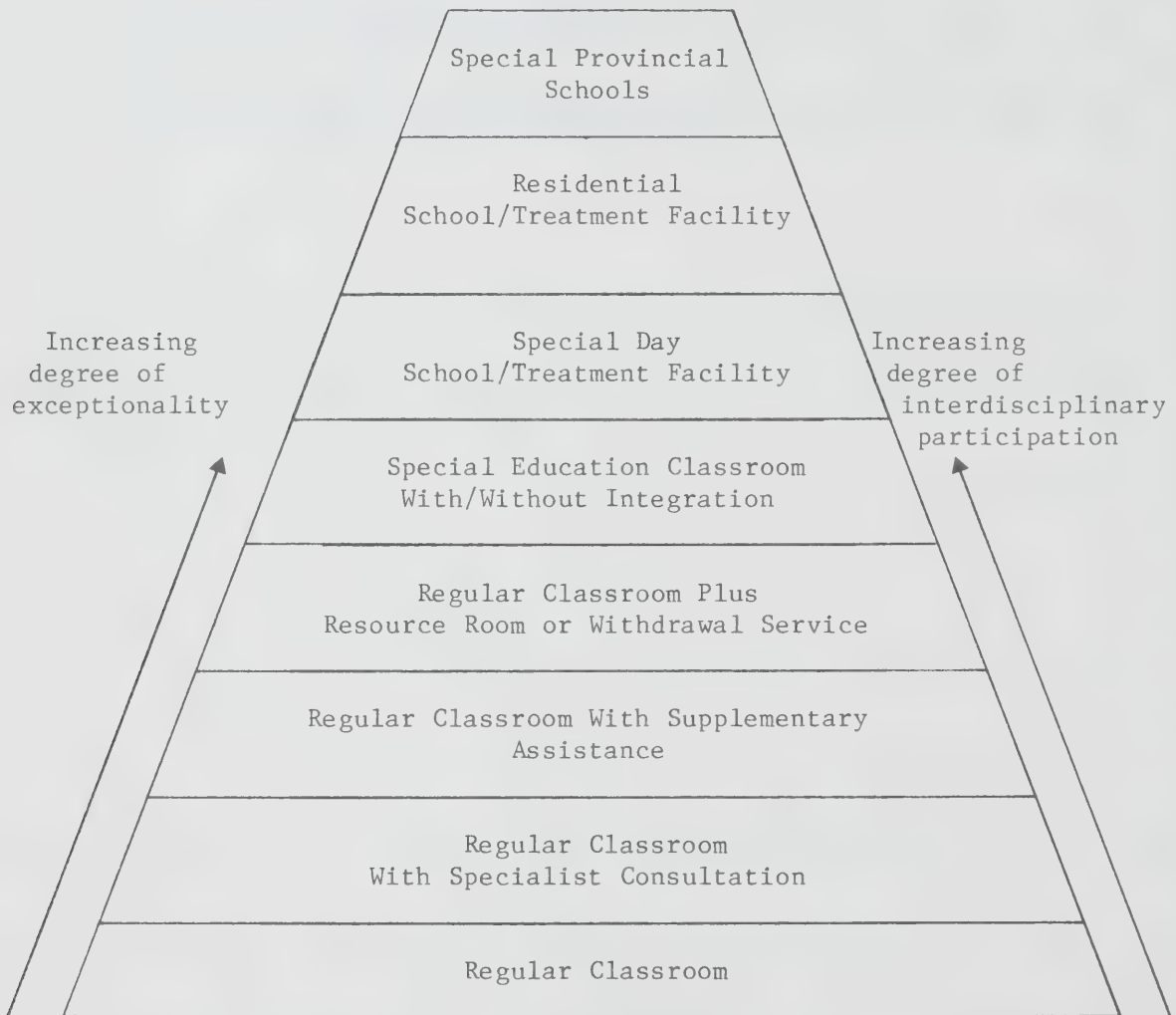
1. Education is of paramount importance to the growth and development of children and youth.
2. The curriculum should provide opportunities for each pupil, to the limit of his or her potential, to:
  - acquire the basic skills fundamental to his or her continuing education;
  - develop and maintain confidence and a sense of self-worth;
  - gain the knowledge and acquire the attitudes that he or she needs for active participation in Canadian society; and
  - develop the moral and aesthetic sensitivity necessary for a complete and responsible life.
3. The responsibility for each individual's education is shared by pupils, parents, educators, and trustees.
4. Expenditures on behalf of the education of exceptional pupils can be a wise investment in human resources. With educational intervention, these pupils may become more self-sufficient, mature, and responsible citizens.



5. The general goals of education apply to special education as well. For the exceptional pupil however, special teaching strategies, personnel, facilities, and equipment may be required.
6. It is essential to identify and continually reassess a pupil's learning needs and abilities if an educational program is to be appropriate to the level of his or her development.
7. Continuous program evaluation and modification must be integral parts of the education of exceptional pupils.
8. Personnel with the required qualifications are necessary to provide special education programs for exceptional children.
9. Cultural, linguistic, or socio-economic differences must not be the sole or primary determinant in identifying a pupil as exceptional.

SPECIAL EDUCATION PROGRAMS

Education for exceptional pupils requires a wide range of programs and services. It is not expected that every school board will be able to provide within its jurisdiction the full spectrum of educational opportunities indicated in the following model:



Source: Ontario Council of Administrators  
of Special Education, 1978

Other models, such as the M.C. Reynolds model (1962), may also be consulted.



Some boards may need to purchase services or enter into an agreement with other boards or community agencies for the provision of some or all of these services.

Legislative requirements pertaining to the identification, placement, and review process are contained in the Regulation: Special Education Identification, Placement, and Review Committees and Appeals.

#### Identification and description of pupil needs

The identification of pupils' needs is crucial to the provision of special education programs and services. The implementation of Memorandum 1978-79:15, Early Identification of Children's Learning Needs, requires school boards to identify all pupils' strengths and weaknesses when they are first enrolled and to reassess them on a regular basis. The major focus in this process of ongoing assessment is the pupil's teacher and the classroom. The nature of the classroom situation and of the relationship between the teacher and the pupil permit reliable information regarding the pupil's current level of functioning to be gathered.

Early identification procedures may alert parents and teachers to the special needs of some pupils. Referral to the Identification, Placement, and Review Committee will enable additional specialized assessments to be conducted.

Because a number of factors -- physical, social, emotional, cultural, and environmental -- influence pupils' learning needs, effective liaison and communication with parents and professionals in a variety of disciplines is essential.

When identifying exceptional pupils, the Identification, Placement, and Review Committee is obliged to employ the definitions of exceptionalities provided by the Minister of Education. These will be found in the "Definitions" section of this document (page 40). With respect to the identification of exceptional pupils, each board is required by legislation to develop a guide for the use and information of parents. This guide describes the referral, identification, placement, and appeal processes.

#### - Collecting educational data

The purpose of collecting educational data is to provide specific information in order to develop programs geared to pupils' needs, interests, and levels of functioning.

The data are acquired through a variety of means. Formal and informal testing may be utilized, involving the classroom teacher's observations, tests designed by the teacher, and norm-based criterion-referenced and concept-referenced tests. These categories include diagnostic and achievement tests. Parental insights and observations may also help the teacher assess the pupil's educational skills. In some cases, classroom teachers may require the assistance of personnel who specialize in gathering and analysing this sort of data.

- Collecting specialized data

The purpose of obtaining specialized assessments for some pupils is to bring the expertise of other disciplines to the development of programs for exceptional pupils. The help of medical, social, and psychological professionals may be recruited from within the community or provided by the school board. In the utilization of such professionals, school administrators are advised to be aware of the need to explore fully with them the nature and extent of the services which they might be able to provide.

- Reporting and recording

When assessment data have been compiled, but before implementing programs based on these specialized assessments, school administrators are legally obliged to obtain written permission to do so from parents of minors or with pupils eighteen years of age or more, from the pupils themselves. Before written permission is requested, the purpose, nature, and effects of any specialized service should be explained. The appropriate professionals should be involved in this process. School administrators are reminded of the importance of a co-ordinated approach in providing such information.

School personnel involved in administering specialized assessments should also be mindful of the following corollaries to this principle:

- Reports should be shared with parents and with those persons planning and implementing education programs;
- Existing directions regarding confidentiality of information found in Ontario Regulation 38/73, must be adhered to;
- In the case of certain specialized assessment information, the raw data may be determined to be privileged information by those professionals conducting the assessments, and
- The location and filing of reports based on raw data should be in accordance with the Education Act and the Ontario Regulation 38/73.

Placement and prescription of program

- Role of the Identification, Placement, and Review Committee

Placements of exceptional pupils are made by the committee and are subject to parental approval. Information concerning the purpose, composition, and operation of the committee will be found in the appropriate regulation.

Placement refers to the location of a pupil in a class. The choice of possible placements within a school board depends upon the board's policy for the provision of a continuum of educational opportunities.



- Development of programs

A special education program for an exceptional pupil is based on and modified by the results of continuous assessment and evaluation and includes a plan containing specific objectives and an outline of the special educational services required to implement the program that meets the needs of the exceptional pupil. Care should be taken to ensure that parents understand the objectives of the program. Consultation among the persons who conducted assessments should be part of the development of the programs.

The teachers who will instruct the pupils might wish to develop additional, more individualized plans as an extension of the required special education program.

Review and evaluation of placement

Under the special education regulation, the Identification, Placement, and Review Committee is required to review the placement of an exceptional pupil at least once every twelve months. At any time after a placement has been in effect for three months, a parent may apply in writing for a review of the placement of the pupil.

As a result of the review, the appropriateness (or inappropriateness) of the placement is determined by the committee and the pupil may either be retained in the current placement or transferred to a more appropriate one. A placement cannot be changed by a committee without the consent of the parent except as provided for under the regulations.

Appeals

The special education regulation requires a school board to establish an Appeal Board. A parent may apply to the secretary of the school board to outline his or her disagreement either with the identification of the pupil as an exceptional pupil or with the placement of the pupil. The school board has thirty days after receiving the report from the Appeal Board to resolve to accept or reject its recommendations.

Charts A and B, on the following page, describe the routing of identification, placement, review, and appeal for parents of exceptional pupils. For specific details the special education regulation should be consulted.

CHART A

A. IDENTIFICATION, PLACEMENT, AND REVIEW PROCESS

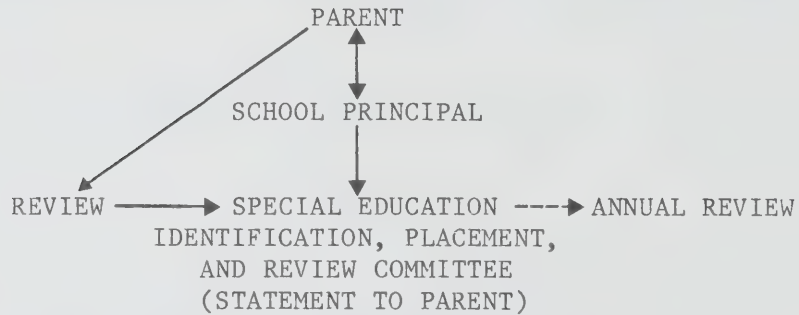
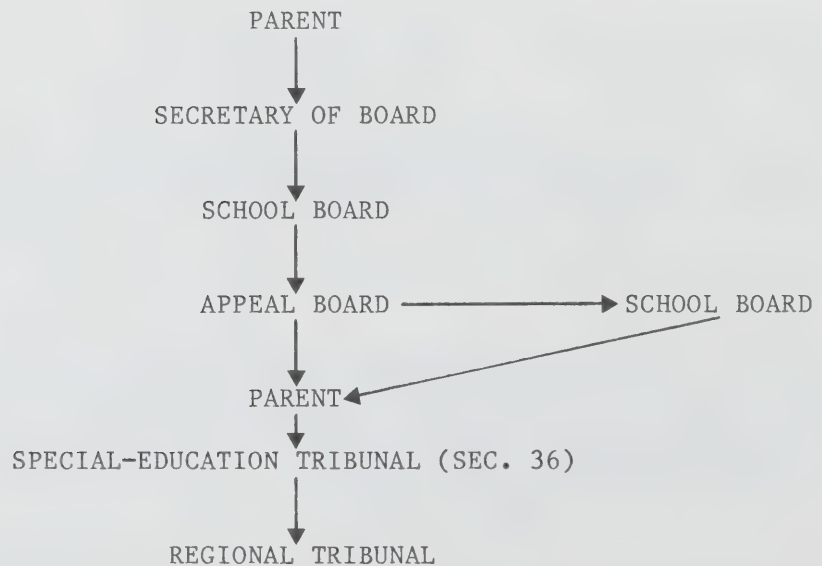


CHART B

B. APPEAL RE. IDENTIFICATION AND PLACEMENT





## SPECIAL EDUCATION SERVICES

Paragraph 7 of section 149 of the Education Act requires school boards to provide special education services. The definition of "special education services" includes the support personnel, resources, equipment, and facilities necessary for developing and implementing a special education program.

### Support Personnel

The services provided by such personnel are of four main types:

- educational services;
- other professional services;
- paraprofessional services;
- volunteer services.

### Educational services

These are provided by administrative, supervisory, consultative, and diagnostic staff who provide specialized education skills. Classroom teachers and subject specialists might also contribute to the development of special programs.

### Professional services

Professional assistance within the framework of each discipline is sought by schools to help in the identification process and in the development of programs for those pupils with behavioural, communicative, physical, and intellectual exceptionalities. Among those providing these services would be psychiatrists, psychologists, and social workers.

### Paraprofessional services

Personnel of this type are needed to help school boards expand the services provided for exceptional pupils. Included in this group are teacher's aides, retardation counsellors, child-care workers, early-childhood-education graduates, nursing assistants, and health-care attendants.

## Volunteer Services

Volunteers are always needed to help run activities in the school. Such persons might be parents, senior citizens, or students. Schools and school boards should provide guidelines for the selection, training, and supervision of the type of volunteers best suited to their particular needs.

## Resources

### Ministry of Community and Social Services

Programs and services are provided through this Ministry's regional area offices (a list of these is provided on pages 14-15). In addition, the Ministry of Community and Social Services funds and supervises a variety of programs provided by local governments and private agencies. Ministry area offices (children's services) have responsibility for the delivery of services (other than special education) to children with special needs throughout the province. A regular newsletter is produced to provide current information about children's services activities.

Copies of this newsletter can be obtained from:

Communications Branch  
Ministry of Community and Social Services  
Hepburn Block, 7th Floor  
Queen's Park  
Toronto, Ontario M7A 1E9

A list of the relevant programs and services provided by the Ministry of Community and Social Services follows:

#### - Regional children's centres

Regional centres provide primary services for children and adolescents. They also serve as a secondary resource through the provision of back-up support to a wider catchment area, in addition to supplying specialized services for the total region. Such services may include: assessment; diagnosis; residential, outpatient, and day-care treatment; emergency services; professional education; community education; and acting as consultants to local agencies. Centres are located in Hamilton, Kingston, London, Ottawa, Rexdale, Sudbury, Thunder Bay and Windsor.

#### - Children's mental health centres

These centres are approved under The Children's Mental Health Services Act and are administered by local boards of directors. They provide facilities and services on a residential and/or outpatient basis for children with mental and emotional disorders.

- i) Residential centres. These offer twenty-four-hour care and treatment for children. Most centres also provide on-campus education facilities, day-care services for non-residents, and outpatient treatment.

ii) Non-residential centres. These provide a wide variety of day-care and outpatient services for children living at home. The treatment provided may include family therapy, crisis intervention, special education, and therapeutic preschool programs.

- Adolescent units in psychiatric hospitals

Many psychiatric hospitals have special units to provide for the therapeutic, educational, and recreational needs of children and adolescents who are undergoing psychiatric care. Depending on circumstances, a variety of services -- such as assessment, inpatient and residential treatment, day-care, and follow-up treatment -- may be offered.

- Family Court clinics

These specialized clinics are available for the use of Juvenile and Family Courts in a few selected centres in Ontario. Cases are referred by judges, whereupon an experienced assessment team analyses the needs of each child relative to his or her physical, emotional, social, and educational requirements, in order to secure the best possible consultative, preventive, and remedial services for young people who are in conflict with the law. Clinics are presently located in London, Kingston, and Toronto.

- Homes for unmarried mothers

Homes for unmarried mothers are approved under the Charitable Institutions Act. These institutions offer a variety of residential programs to young women who are in need of assistance during pregnancy. Young women who have recently given birth and need help in re-establishing themselves in the community may also find accommodation in these residences. Most of these homes have teachers employed by the local school board under the Section 28 agreements; they follow the course outlines supplied by the principals of the schools that the residents would normally attend.

- Children's and youth institutions

A range of residences is available to children and youth who have problems that cannot be met in their own homes. All homes in which three or more unrelated children reside must be licensed by the Ministry of Community and Social Services. This ministry provides supervision to ensure that these homes meet acceptable standards. The following are examples of the types of residences in use:

i) Youth residences. Troubled teenagers who are unable to live either with their own families or on their own may be housed in youth residences. Residence programs are designed to help young people with a wide variety of problems to become more self-sufficient.

ii) Residences for troubled children. School-age children who are unable to stay in their own homes but can, nevertheless, function in the community may be housed in residences for troubled



children. It is hoped that the residential setting and the programs provided in it will benefit them so that they will eventually be able to return to their own homes or to a foster home.

- iii) Homes for retarded children. Some homes for retarded children admit multi-handicapped children who require a good deal of care; others admit only retarded children who are able to function in a school setting. These homes offer the children the benefit of living in a small community. Some homes provide schooling on the premises, while others send the children to neighbourhood schools for the retarded.

- Day nurseries and developmental day-care centres

The Ministry of Community and Social Services helps organizations such as the Ontario Association for the Mentally Retarded (including its local associations) and the Ontario Society for Crippled Children to operate day-care programs for mentally retarded, physically handicapped, and multi-handicapped children. All day-care programs serving more than five unrelated children are required to be licensed and to meet standards under the Day Nurseries Act. Standards include requirements for staff qualifications, staff-children ratios, space and equipment, and fire and health inspections. Subsidies for day care are made available to children from low-income families through Ministry cost-sharing programs with municipalities and non-profit corporations.

- Probation and after-care services

Juveniles on probation, as well as those on placement in the community from a training school, are supervised by probation/after-care officers. These officials provide the courts with comprehensive social and family histories of juveniles who are appearing before a judge. Probation/after-care officers also act as liaison persons in helping arrange the placement of juveniles in school and in providing information to schools concerning their individual wards.

- Training schools and group homes

Training schools and group homes provide residential care for juvenile offenders committed to them by a Family Court. A decreasing rate of admission to training schools for the past several years has resulted in the closure of some training schools and the transfer of children to the (four) remaining schools.

Group homes are small community-based residential units operated by individuals in the private sector under contract to the Ministry of Community and Social Services. They are intended to serve juvenile offenders who are able to benefit from a rehabilitation program in the community.

- Observation/detention homes

Observation/detention homes provide a short-term pre-disposition service to the court for children involved with the court who are a danger to themselves or others, or who are unlikely to appear in court when required. The Ministry of Community and Social Services is implementing a plan to provide observation/detention services across Ontario in small units, and with four levels of care varying in security, staffing, and program, designed to meet the differing needs of children.

- Children's Aid societies

Children's Aid societies are incorporated under The Corporations Act and are operated by boards of directors under the auspices of The Child Welfare Act. The services offered by the fifty-one societies in Ontario include:

- services to families and children, including protective services and family counselling;
- services to children in care, including foster, group, and institutional placements;
- counselling for unmarried mothers; and
- administering adoptions.

In addition, a variety of prevention services is provided by individual societies.

- Child-abuse program

A child-abuse unit has been formed within the Ministry of Community and Social Services to provide leadership and to encourage community projects and research in this field throughout the province. The unit supports the formation of local planning committees which will plan and oversee efforts towards the detection, treatment, and prevention of child abuse. Several information pamphlets and training films have been developed and may be obtained through the regional offices of the Ministry of Community and Social Services or local Children's Aid societies. Refer to Memorandum 1978-79:40 Re. Child Abuse Reporting Requirements (June 11, 1979) for school board and staff obligations in this area.

- Employment programs

Services provided under the Vocational Rehabilitation Services Act are available through area offices of the Ministry of Community and Social Services. Services are designed to assist the individual who is vocationally handicapped by a physical, emotional, or intellectual disability. Included in the rehabilitation program are vocational counselling, vocational assessment, training or retraining, the provision of prosthetic devices, and assistance with job placement.

- Mental-retardation community programs

Area offices of the Ministry of Community and Social Services are responsible for developing and implementing a range of community-based support programs for families of retarded children, and for funding alternative community living quarters for those of the mentally retarded now in residential facilities. The area offices are also responsible for providing work and training opportunities and support services for mentally retarded individuals. This involves the development of comprehensive community plans for services to the mentally retarded.

There are nineteen "district working groups" which are charged with developing their own service plans. These groups are composed of various specialized, local service agencies, such as associations for the mentally retarded, Children's Aid societies, and school boards. A Mental Retardation Co-ordinator in each district facilitates the operation of each working group and acts as a liaison officer between the group and the area offices.

Ministry field staff also help associations for the mentally retarded and other community agencies to develop and provide services for the mentally retarded and their families. This is accomplished by supplying the relevant associations and agencies with program evaluation and development assistance, administrative assistance, and financial support.

Programs such as infant stimulation, behaviour management, parent relief, recreational development, communication, assessment, diagnosis, and genetic counselling have been developed to help decrease the incidence of mental retardation and the severity of this handicapping condition, and to enable affected individuals to live and function more self-sufficiently within the community.

- Regional offices; Children's Services Division

Further information concerning Ministry of Community and Social Services programs can be obtained by contacting one of the following regional or area offices:

Northern Ontario

Regional Office

473 Queen Street East, 2nd Floor  
Sault Ste. Marie, Ontario P6A 1Z5  
(705) 949-8052

Area Offices

111 Larch Street  
St. Andrew's Place, 8th Floor  
Sudbury, Ontario P3E 4T5  
(705) 675-4544

710 Victoria Ave., Suite 301  
Thunder Bay, Ontario P7C 5P7  
(807) 475-1345

Central Ontario

Regional Office

110 Eglinton Ave. W., 3rd Floor  
Toronto, Ontario M4R 2C9  
(416) 481-5156

Area Offices

110 Eglinton Ave. W., 5th Floor  
Toronto, Ontario M4R 2C9  
(416) 965-7863

70 Collier Street, 5th Floor  
Barrie, Ontario L4M 4Z2  
(705) 737-1311



Northern Ontario

Area Offices (cont'd)

Cochrane-Temiskaming Resource Centre  
P.O. Box 1720  
South Porcupine, Ontario P0N 1H0  
(705) 267-7901

Southeastern Ontario

Regional Office

336 Alfred Street  
Kingston, Ontario M7L 3S5  
(613) 549-6461

Area Offices

1055 Princess Street, Suite 305  
Kingston, Ontario K7L 4Y3  
(613) 549-6470

263½ George Street N.  
Peterborough, Ontario K9J 3G6  
(705) 743-1624

2197 Riverside Dr. E., Room 705  
Ottawa, Ontario K1H 7X3  
(613) 523-7466

Southwestern Ontario

Regional Office

195 Dufferin Ave., 5th Floor  
London, Ontario N6A 1K7  
(519) 438-8344

Area Offices

499 King St. E.  
St. John Place, 2nd Floor  
Hamilton, Ontario L8N 1G1  
(416) 525-6431

195 Dufferin Ave., 5th Floor  
London, Ontario N6A 1K7  
(519) 438-8387

75 King St. S., 5th Floor  
Waterloo, Ontario N2T 1P2  
(519) 586-4700

NOTE: An extensive list of facilities appears in the Ministry of Community and Social Services publication Children's Residential Services Directory, Volumes I and II, January 1979. Requests for this document or related information may be made to the regional or area offices listed above, or to:

Standards and Information Unit  
Children's Services Division  
Ministry of Community and Social Services  
700 Bay Street, 11th Floor  
Toronto, Ontario M7A 1E9

Ministry of Health

The following programs and services are provided by local official health units and agencies:

- Public-health nursing services

These are aimed at the prevention of illness and disease and promotion of health and provide programs and services in the following areas:

- i) Prenatal education. The program provides a series of classes on pregnancy, childbearing, nutrition, and infant care to prepare prospective parents for the arrival of their child.
- ii) Parent education. The program offers a series of classes to parents of infants and young children on health supervision; nutrition, growth and development; infant stimulation; immunization; and behaviour problems.
- iii) Day-care and day-nursery health supervision. The program provides health supervision to children in day centres and day nurseries and includes: identification and follow-up of children with special health needs; liaison with home; and provision of screening services.
- iv) Preschool health assessment. The program (which varies in content among health agencies) may include health assessment, developmental screening, vision and hearing testing, parent counselling in child growth and development, and behaviour problems and referrals.
- v) School health services. These include a wide range of services, such as: health supervision and assessment; counselling; immunization; vision and hearing testing; screening for scoliosis; health education; prevention of communicable diseases; home visiting; and referrals to other health agencies.

- Nutrition services

These are provided primarily through counselling and group education programs conducted by public-health nurses, dental staff, and nutritionists. Assistance for school food services is also provided.

- Dental-health services

These are provided by dental staff from the health agencies, who visit elementary schools at least once a year and conduct approved dental hygiene programs such as general dental hygiene, flossing, care of the teeth, and dental inspection.

- Control of communicable diseases

- i) Immunization programs are in operation for the control of childhood and other diseases, such as diphtheria, whooping cough, polio, measles, german measles, mumps, typhoid, and rabies.
- ii) Clinical and educational services and a V.D. information kit are also provided for the detection and cure of sexually transmitted diseases.

- Family-planning services

These include educational and promotional counselling and clinical services such as provision of contraceptive devices and laboratory tests.

- Health Education

This is provided in all areas of prevention, including lifestyle diseases. Health pamphlets are available from:

Health Resource Centre  
Communications Branch  
Ministry of Health  
Hepburn Block, 9th Floor  
Toronto, Ontario M7A 1S2

- Public-health units

Algoma Health Unit  
Civic Centre, 6th Floor  
99 Foster Drive  
Sault Ste. Marie, Ontario P6A 5X6

Brant County District Health Unit  
194 Terrace Hill Street  
Brantford, Ontario N3R 1G7

Bruce County Health Unit  
215 Cayley Street, Room 102  
P.O. Box 248  
Walkerton, Ontario N0G 2V0

Durham Regional Health Unit  
Community Health Services Centre  
301 Golf Street  
Oshawa, Ontario L1G 4B2

Eastern Ontario Health Unit  
340 Pitt Street, 2nd Floor  
Justice Building  
Cornwall, Ontario K6J 3P9

Borough of East York Health Unit  
550 Mortimer Avenue  
Toronto, Ontario M4J 2H2

Elgin-St. Thomas Health Unit  
2 Wood Street  
St. Thomas, Ontario N5P 3X1

Etobicoke Health Department  
Etobicoke Civic Centre  
Etobicoke, Ontario M9C 2Y2

Grey-Owen Sound Health Unit  
595 9th Avenue East  
Owen Sound, Ontario N4K 3E3



Haldimand-Norfolk Regional Health Unit  
365 West Street  
P.O. Box 247  
Simcoe, Ontario N3Y 4L1

Haliburton-Kawartha-Pine Ridge District Health Unit  
P.O. Box 337  
Cobourg, Ontario K9A 4K8

Halton Regional Health Unit  
1151 Bronte Road  
Oakville, Ontario L6J 6E1

Hamilton-Wentworth Regional Health Unit  
74 Hughson St. South  
P.O. Box 897  
Hamilton, Ontario L8N 2A8

Hastings and Prince Edward Counties Health Unit  
208 Bridge St. East  
Belleville, Ontario K8N 1N9

Huron County Health Unit  
Court House  
Goderich, Ontario N7A 1M2

Kent-Chatham Health Unit  
435 Grand Avenue West  
P.O. Box 1136  
Chatham, Ontario N7M 5L8

Kingston, Frontenac, and Lennox and Addington Health Unit  
221 Portsmouth Avenue  
Kingston, Ontario K7M 1V5

Lambton Health Unit  
333 George Street  
Sarnia, Ontario N7T 4P5

Leeds, Grenville, and Lanark District Health Unit  
70 Charles Street  
Brockville, Ontario K6V 5V2

Middlesex-London District Health Unit  
346 South Street  
London, Ontario N6B 1B9

Muskoka-Parry Sound Health Unit  
Pine Street, P.O. Box 1019  
Bracebridge, Ontario P0B 1C0

Niagara Regional Health Unit  
King Street at Fourth Street  
Welland, Ontario L3B 3L1

North Bay and District Health Unit  
200 McIntyre St. East  
P.O. Box 185  
North Bay, Ontario P1G 8G8

Northwestern Health Unit  
15 Ocean Avenue West  
R.R. 1  
Kenora, Ontario P9N 2W7

North York Health Department  
5100 Yonge Street  
Willowdale, Ontario M2N 5J7

Ottawa-Carleton Regional Health Unit  
1827 Woodward Drive  
Ottawa, Ontario K2C 0R5

Oxford County Board of Health  
509 Brant Street,  
P.O. Box 485  
Woodstock, Ontario N4S 7Y5

Peel Regional Health Unit  
10 Peel Centre Drive  
Brampton, Ontario L6T 4B9

Perth District Health Unit  
24 St. Andrew Street  
Stratford, Ontario N5A 1A3

Peterborough County-City Health Unit  
835 Weller Street  
P.O. Box 246  
Peterborough, Ontario K9J 6Y8

Porcupine Health Unit  
234 Algonquin Boulevard E.  
Timmins, Ontario P4N 1B2

Renfrew County and District Health Unit  
1217 Pembroke Street East, Highway 17  
P.O. Box 940  
Pembroke, Ontario K8A 7M5

Scarborough Health Department  
Scarborough Civic Centre  
160 Borough Drive  
Scarborough, Ontario M1P 4N8

Simcoe County District Health Unit  
County Administration Centre  
Midhurst, Ontario L0L 1X0

Sudbury and District Health Unit  
1300 Paris Crescent  
Sudbury, Ontario P3E 3A3

Thunder Bay District Health Unit  
300 Lillie St. North  
P.O. Box 1024  
Thunder Bay, Ontario P7C 4X8

Timiskaming Health Unit  
6 Tweedsmuir Road  
P.O. Box 426  
Kirkland Lake, Ontario P2N 3J1

Toronto City Health Department  
East Tower, 7th Floor  
New City Hall  
Toronto, Ontario M5H 2N2

Waterloo Regional Health Unit  
850 King Street West  
Kitchener, Ontario N2G 1E8

Wellington-Dufferin-Guelph Health Unit  
205 Queen St. East  
Fergus, Ontario N1M 1T2

Metro Windsor-Essex County Health Unit  
1550 Ouellette Avenue  
Windsor, Ontario N8X 1K7

Borough of York Health Department  
2700 Eglinton Avenue West  
Toronto, Ontario M6M 1V1

York Region Public Health Branch  
22 Prospect Street  
Newmarket, Ontario L3Y 3S9

Northern Ontario Public Health Service  
15 Overlea Boulevard, 6th Floor  
Toronto, Ontario M4H 1A9

#### Agencies and associations

There are a variety of associations and agencies in Ontario with service, consultative, or educational functions related to exceptionalities. Some of these may have offices and services at the provincial, the regional, and/or the local levels.

Lists of such associations or agencies may be obtained from local government offices, public libraries, social-planning councils, and United Way informational publications.



### Equipment

Information regarding furniture and equipment for special education classrooms and personal equipment to meet the needs of an individual exceptional pupil may be obtained from the Capital Grants Plan, 1978, and Memorandum 1978:SB12 Re. A Guideline for the Approval of Special Education Equipment. Inquiries for information should be directed to the appropriate Regional Director of Education.

### Facilities

Information pertaining to the accessibility of schools and other conveniences for physically handicapped pupils may be obtained from the Capital Grants Plan and the Ontario Building Code.

## MINISTRY-OPERATED PROGRAMS AND SERVICES

### Centres for the Visually-Handicapped and Hearing-Handicapped

The W. Ross Macdonald School, located in Brantford, provides education for visually-impaired and deaf-blind pupils. Programs are tailored to the needs of the individual pupil and are designed to help these pupils learn to live independently in a non-sheltered environment. Specially trained teachers use non-visual educational techniques and special materials (texts produced in braille, for example). The curriculum follows the general programs developed for all pupils in the province and offers a full range of courses at the secondary level. Special subject areas include music, industrial arts, family studies, physical education, and cane travel. A teacher-training program for teachers of the blind and the deaf-blind is provided at the school.

Comprehensive, individualized, "life skills" programs are designed to train pupils to live in a non-sheltered environment. In order for pupils to continue to function as members of their families and communities, weekly transportation home is provided. Pupils from Northern Ontario have the opportunity to fly home once a month for extended weekends.

The school is a provincial centre for visually-impaired pupils and provides support to local school boards through consultation and the provision of special learning materials, such as large-print textbooks, to schools. Professional services and guidance to ministries of education in other provinces are offered on an interprovincial, co-operative basis.

The Ministry operates three schools for hearing-impaired pupils - the Sir James Whitney School in Belleville, the Ernest C. Drury School in Milton, and the Robarts School in London. All three are regional resource centres for hearing-impaired pupils and provide a broad range of services for local school boards and agencies in addition to their programs for enrolled pupils. These services include audiological and psychological assessment, educational programming, consultation on and support of local programs, preschool visitation and courses, and public information.

The Robarts School and the Ernest C. Drury School, offer five-day-a-week programs, with all pupils returning home either daily or on each weekend. The Sir James Whitney School also makes provision for weekly trips home for more than half of its residential pupils; but, since it serves the distant northern areas of the province, it also provides a seven-day-a-week residential program throughout the school year. Considerable effort is made to enable pupils from northern areas to return home as often as possible.

All these schools provide educational programs from the kindergarten to the secondary-school-graduation level, programs which encompass a comprehensive range of elementary- and secondary-level course options in addition to the special teaching and training related to hearing impairment. The unique problems resulting from hearing impairment have always necessitated smaller groups and individualized programs. These programs are always being refined and extended within the framework of The Formative Years and Circular H.S.1 to provide school experiences which resemble as closely as

possible those available to non-impaired pupils. Provision is sometimes made for pupils to take technical courses at local high schools (the Robarts School), and programs are offered for those who are multi-handicapped, aphasic (the Sir James Whitney School only), or emotionally disturbed. Ongoing liaison with adjacent health facilities - for example, the Kingston Psychiatric Hospital, the Chedoke McMaster Family Services Centre in Hamilton, and the Children's Psychiatric Research Institute in London - extends the schools' resources and increases their capability to create programs for pupils with diverse and/or compound handicaps.

#### Provisions for French-Language Students

Application can be made by local boards at the request of the parents for students to be admitted to French-language schools for the blind and French-language schools for the deaf. Such requests should be forwarded to:

Provincial Schools Branch  
Ministry of Education  
Mowat Block, Queen's Park  
Toronto, Ontario M7A 1L2

Funds for the French-language program are provided by the Ministry.

#### Developmental Centres Schools

The Developmental Centres Schools are located in care and treatment facilities operated by the Ministry of Community and Social Services for mentally retarded, developmentally handicapped, emotionally disturbed, and multi-handicapped persons. All school-age residents of these facilities have access to these schools.

Pupils receive ongoing assessment, programming, and evaluation by a multi-disciplinary team. Each pupil follows a program tailored to his or her individual needs, and classroom support services are provided.

The programs encourage participation in social and recreational activities both in the school and in the community. Courses in communication skills, motor skills, and "life skills" are included in the curriculum.

Secondary school programs for emotionally disturbed pupils are offered at Thistletown Regional Centre and at South Cottage School.

#### Training Schools

The province's Training Schools are operated by the Ministry of Community and Social Services.



Since July 1977, the Ministry of Education has been operating the educational units in these facilities with a staff of qualified teachers under contract to the Provincial Schools Authority.

Students are offered a range of academic and vocational courses that lead to secondary school credits. Every effort is made to give a life skills dimension to the programs offered.

#### Residential Demonstration Schools for Pupils with Learning Disabilities

Two residential demonstration schools -- one in Milton (English-speaking) and one in Ottawa (French-speaking)-- have been established in Ontario for pupils with learning disabilities.

Their objectives are:

- to provide residential education programs for English-speaking and French-speaking pupils with learning disabilities and for pupils with learning disabilities from sparsely populated areas of the province;
- to help pupils enrolled in the programs to acquire sufficient control over their disabilities to enable them eventually to participate in the programs offered by their local school boards; and
- to provide board-sponsored personnel with in-service education regarding programs for pupils with learning disabilities.

As local school boards develop and/or upgrade their own learning disabilities programs (with assistance from the residential demonstration schools), it is expected that the number of children requiring residential provision will decrease.

### PROVINCIAL SCHOOLS

#### Developmental Centres Schools

Adult Occupational Centre School, Edgar  
P.O. Box 12,000  
Barrie, Ontario L4M 4W3  
(705) 728-6910

Children's Psychiatric Research Institute  
(Ministry of Education School)  
P.O. Box 2460  
London, Ontario N6A 4G6  
(519) 471-2540

Huronian Regional Centre School  
P.O. Box 1000  
Orillia, Ontario L3V 6L2  
(705) 326-7361 Ext. 372

Midwestern Regional Centre School  
P.O. Box 400  
Palmerston, Ontario NOG 2P0  
(519) 343-2915

Muskoka Centre School  
P.O. Box 280  
Gravenhurst, Ontario POC 1G0  
(705) 687-2201

Northwestern Regional Centre School  
P.O. Box 3270  
Thunder Bay, Ontario P7B 5H8  
(807) 345-0576 Ext. 331

Prince Edward Heights School  
P.O. Box 440  
Picton, Ontario KOK 2T0  
(613) 476-2105

Rideau Regional Centre School  
P.O. Box 2000  
Smiths Falls, Ontario K7A 4T7  
(613) 283-2990

South Cottage School  
P.O. Box 7777  
Kingston, Ontario K7L 5H1  
(613) 549-5600 Ext. 213

Southwestern Regional Centre School  
P.O. Box 1000  
Blenheim, Ontario NOP 1A0  
(519) 676-5413 Ext. 232

Surrey Place Centre School  
2 Surrey Place  
Toronto, Ontario M5S 2C2  
(416) 925-5141

Thistletown Regional Centre School  
51 Panorama Court  
Rexdale, Ontario M9V 4L8  
(416) 741-1210 Ext. 341

White Oaks School  
P.O. Box 1002  
Hagersville, Ontario NOA 1H0  
(416) 768-3377

Provincial Centre for the Visually-Handicapped

The W. Ross Macdonald School  
350 Brant Avenue  
Brantford, Ontario N3T 3J9  
(519) 759-0730

Regional Centres for the Hearing-Handicapped

The Robarts School  
1090 Highbury Avenue,  
P.O. Box 7300  
London, Ontario N5Y 4V9  
(519) 453-4400

The Ernest C. Drury School  
255 Ontario Street  
Milton, Ontario L9T 2M5  
(416) 878-2851

The Sir James Whitney School  
350 Dundas Street West  
Belleville, Ontario K8P 1B2  
(613) 962-5361

Training Schools

Brookside School  
P.O. Box 159  
Cobourg, Ontario K9A 4K6  
(416) 372-5451

Cecil Facer School  
P.O. Box 850, Station "B"  
Sudbury, Ontario P3E 4S3  
(705) 522-1250

Sprucedale School  
P.O. Box 606  
Simcoe, Ontario N3V 4L8  
(519) 426-3561

Syl Apps School  
475 Iroquois Shore Road  
Oakville, Ontario L6J 5E8  
(416) 844-4110



Residential Demonstration Schools (Learning Disabilities)

Centre Jules Léger  
631 Smythe Road  
Ottawa, Ontario K1G 1N7  
(613) 523-7063

The Trillium School  
347 Ontario Street South  
Milton, Ontario L9T 3X9  
(416) 878-8428

ONTARIO CRIPPLED CHILDREN'S TREATMENT CENTRES

Physically handicapped school-age residents of Ontario who require ongoing treatment may be educated in one of thirteen treatment centres, seven of which are operated in accordance with the Education Act, section 70. The remaining six have education programs provided by local school boards.

A pupil is admitted to a centre on a referral from the family doctor to the medical director of the centre. If the medical director admits the pupil to the centre for medical reasons, he or she is eligible for the school program of that centre.

EDUCATIONAL PROGRAMS IN GOVERNMENT-APPROVED FACILITIES  
FOR THE CARE AND TREATMENT OF CHILDREN WITH SPECIAL NEEDS

Under the authority of the Education Act and the Regulations: General Legislative Grants, and consistent with attempts to provide equal educational opportunity to all children within their respective jurisdictions, school boards may enter into agreements with government-approved care and treatment facilities for children and youth to provide special education programs.

In order to facilitate the development of co-operative working arrangements and agreements between school boards and care and treatment facilities, the manual "Education Programs in Government-Approved Facilities for the Care and Treatment of Children With Special Needs" is being developed. It stresses the need for the multi-disciplinary approach and outlines the options available to school boards in the provision of education programs and the steps to be followed in setting up and renewing agreements between boards and these facilities. It is hoped that this publication will be of use to boards wishing to avail themselves of this service.

For further information school board officials are advised to contact the special education officer in the appropriate regional office of the Ministry of Education.

## TEACHER EDUCATION

### Courses Leading to Ministry Qualifications

#### Pre-service

(Basic teacher education qualifications leading to an Ontario Teacher's Certificate)

Pre-service teacher education courses are offered by faculties of education across the province. These courses are based on requirements outlined in Ontario Regulation 407/78 and are approved and reviewed by the Ministry of Colleges and Universities through the Teacher Education Branch. Instruction in the characteristics and needs of exceptional pupils is included in the study of both foundations and curriculum. An introduction to the philosophy and practice of individualized instruction is also provided. Candidates may elect to spend some of their practice-teaching weeks in special education programs.

#### In-service

(Additional qualifications recorded on the Ontario Teacher's Qualifications Record Card)

Appropriate teaching qualifications in special education are obtained through a series of courses offered by faculties of education (summer, winter, and inter-session) in various locations across the province. These courses prepare the teachers who are eligible to work with exceptional students. Upon successful completion of each of the three parts, the appropriate entry is made on the teacher's Ontario Teacher's Qualifications Record Card. Teachers wishing to teach special education programs are required by Ontario Regulation 704/78 to obtain the necessary qualifications.

For further information and requirements concerning courses, interested parties should contact faculties of education or the Teacher Education Branch of the Ministry of Colleges and Universities. The publication Additional Qualifications Programs for Teachers outlines the objectives for special education programs and provides a guideline for faculties of education submitting course outlines for approval. Questions regarding additional qualifications should be directed to the appropriate regional office of the Ministry of Education or to the Teacher Education Branch of the Ministry of Colleges and Universities.

#### - Teaching trainable retarded pupils

Options are offered in both Parts I and II of the courses in special education to help prepare teachers to work with trainable retarded pupils. The teacher's successful completion of these course options is recorded on the Ontario Teacher's Qualifications Record Card.



Teaching the Trainable Retarded is an option of approximately fifty hours duration which candidates may select in Part I and/or Part II of the special education course. Qualification in Teaching the Trainable Retarded is required by Ontario Regulation 704/78 for those employed to teach the trainable retarded.

- Teaching hearing-impaired pupils

The Belleville training program, which is operated by the Ministry of Education, consists of a one-year, full-time course that concentrates on foundations, speech science and audiology, language and communication, curriculum and instruction, and practice teaching. Candidates for this program must hold the Ontario Teacher's Certificate, and should have firm prospects of employment as teachers of hearing-impaired pupils.

A Diploma in Deaf Education with the appropriate Ministry qualification is awarded upon successful completion of the course. Information about eligibility for the Specialist Qualification as a Teacher of the Deaf may be obtained from:

The Principal  
Teacher Education Centre  
The Sir James Whitney School  
Belleville, Ontario K8P 1B2  
(613) 962-5361

- Teaching visually-impaired pupils

The program leading to qualification to teach pupils who are visually-impaired is offered at the W. Ross Macdonald School in Brantford on a part-time, in-service basis.

Candidates for this program must hold the Ontario Teacher's Certificate, and should have firm prospects of employment as teachers of visually-impaired pupils.

The appropriate Ministry qualification is awarded upon successful completion of the course. Information about eligibility for the Specialist Qualification as a Teacher of the Blind may be obtained from:

The Superintendent  
W. Ross Macdonald School  
Brantford, Ontario N3T 3T9  
(519) 759-0730

- Programs and courses for French-speaking teachers

Courses for French-speaking teachers include Parts I and II of the Special Education course and the Specialist Course in Special Education. All of these courses are offered by both the University of Ottawa and Laurentian University.

Information about these programs and courses may be obtained from:

Le service du registraire  
Université d'Ottawa  
550 rue Cumberland  
Ottawa, Ontario K1N 6N5

Le directeur  
École des sciences de l'éducation  
Université Laurentienne  
Chemin du lac Ramsay  
Sudbury, Ontario P3E 2C6

### Other Courses and Programs

Various faculties of education in Ontario offer courses in special education as part of their graduate program in education.

Teachers who have successfully completed such courses may submit official transcripts and ask for equivalent standing on their Ontario Teacher's Qualifications Record Card. Requests for equivalent standing should be sent to:

Management Information Systems Branch  
Ministry of Education  
Mowat Block, Queen's Park  
Toronto, Ontario M7A 1L2

### Professional Development

Professional development sessions for administrators and teachers are frequently offered throughout the province. These in-service sessions span a wide range of educator needs and interests related to special education.

The Ontario Teacher's Federation and its affiliates provide speakers, program suggestions, and workshop skills to their members. The Council for Exceptional Children is one of many organizations which host conferences and workshops at the provincial and local levels. Faculties of education and OISE provide many conferences in addition to their degree-granting programs.

To assist boards in discharging their professional development responsibility, the Ministry has established regional professional development committees within its six regions. These committees work closely with school boards in meeting their current professional development needs.

## LEGISLATION AND POLICIES

### The Education Act and Regulations

Bill 82, entitled The Education Amendment Act, 1980, received royal assent on December 12, 1980. This legislation resulted in major changes to most of the provisions relating to special education in The Education Act, 1974. But there remain several provisions outlined in the Education Act unaffected by Bill 82, which nevertheless have direct implications for the delivery of special education programs and services in Ontario.

The following are provided as a guide to legislation in the Education Act that is not dealt with in The Education Amendment Act, 1980:

1. Section 150, subsection (1), paragraph 41 (assumption of treatment centres).
2. Section 45, subsection (1) and subsection (2) (admission of ward, etc., of children's-aid society or training school to an elementary school or to a secondary school).
3. Section 166, subsection (1), clauses (a), (b), and (c) (transportation of pupils).
4. Section 166, subsection (3) (transportation of pupils).

The following are Regulations made under the Education Act:

1. Ontario Regulation 704/78 as amended by Ontario Regulation 469/79 is currently under review. The special education provision of this regulation will be amended substantially.
2. Ontario Regulation 556/80 amends Ontario Regulation 704/78 (qualifications of teachers assigned to teach classes in general studies or technological studies in a special vocational or an occupational program).
3. Ontario Regulation 407/78 as amended by Ontario Regulation 557/80 (Ontario Teacher's Qualifications).
4. Ontario Regulation 555/79 (Ontario Schools for the Blind and the Deaf).
5. Ontario Regulation 1057/80 (Special Education Programs and Services).

### Financing Special Education Programs and Services

Through the use of weighting factors, the grant structure of the Ministry of Education is designed to assist a school board to provide necessary special education programs and services without imposing an undue financial burden on its local taxpayers.

The current funding mechanisms for special education at the school-board level recognize the following five major cost categories:

1. Special Education programs and services in elementary and secondary schools (reference - Regulations: General Legislative Grants, 1981, Ontario Regulation 127/81, and 1981 Weighting Factor Information. The latter is revised annually.)<sup>1</sup>
2. Programs for Trainable Mentally Retarded Students (reference - Memorandum (1981:B3, p. 6) to Chairmen of School Boards re. 1981 General Legislative Grants, Feb. 27, 1981)
3. Programs for children in government-approved care and treatment facilities, (reference - Regulations: General Legislative Grants, 1981, Ontario Regulation 127/81, sections 27 and 28)
4. Capital Grants: Allowances for furniture, equipment, and special conveniences (reference - Capital Grants Plan, 1979, sections 7 and 11; Memorandum 1978:SB 12 - A Guideline for the Approval of Special Education Equipment, May 3, 1978)<sup>2</sup>
5. Transportation (reference - The Education Act, section 166; Memorandum 1980:B-7 re. Pupil Transportation Expenditure Eligible for Grant, 1980-81;<sup>3</sup> Instructions re. Pupil Transportation, July 1, 1980-June 30, 1981. The last two items are revised annually.)

Changes in the methods of allocating grants and in the amounts of financial support earmarked for the cost of education are reflected in the annual revision of the Regulations: General Legislative Grants, and in the revision, as required, of Ministry of Education memoranda.

Requests for further information regarding the funding of special education programs and services should be directed to the appropriate Regional Director of Education.

#### Ministry Memoranda<sup>4</sup>

1. 1975-76:35 Re. Psychological Testing of Individual Students, May 19, 1976
2. 1978:SB12 Re. A Guideline for the Approval of Special Education Equipment, May 3, 1978
3. 1978-79:14 Re. The Education of Students with Learning Disabilities, Dec. 21, 1978

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1. See Appendix A: Current Weighting Factor Information, p.47

2. A copy of this memorandum is given in Appendix B, p.51

3. See Appendix B, p.51

4. Copies of the memoranda listed in this section are given in Appendix B, p.51



4. 1978-79:15 Re. Early Identification of Children's Learning Needs, Dec. 27, 1978
5. Dec.27,1978 Re. The Establishment of Residential Demonstration Schools for Students with Severe Learning Disabilities and Details of the Referral System to Be Used, Dec. 27, 1978
6. 1978-79:40 Re. Child-Abuse Reporting Requirements, June 11, 1979
7. 1979-80:14 Re. Training Programs for Teachers of Children with Learning Disabilities, Oct. 22, 1979
8. 1979-80:24 Re. Early Identification, Dec. 31, 1979
9. 1979-80:32 Re. a) Purchase of Services from the Canadian National Institute for the Blind;  
b) Tourette Syndrome, Feb. 20, 1980
10. 1979-80:36 Re. a) French-Language Residential Demonstration School for Pupils with Learning Disabilities;  
b) French-Language Teacher-Education Program for Teachers of Children with Learning Disabilities, Mar. 21, 1980
11. 1980-81:10 Re. Grants for Programs Outlined in Part 10 of the General Legislative Grants 1980: Ontario Regulation 228/80 (currently Part 13 of the General Legislative Grants 1981: Ontario Regulation 127/81)
12. 1980-81:B7 Re. Pupil Transportation Expenditure Eligible for Grant 1980-81, Aug. 29, 1980
13. 1980-81:24 Re. A Bursary Program for Teachers to Train as Teachers of the Deaf, Mar. 4, 1981
14. 1980-81:30 Re. Secondary School Special Education, Apr. 14, 1981
15. 1980-81:38 Re. Education of Gifted Pupils

## ROLES AND RESPONSIBILITIES OF THE MINISTRY OF EDUCATION

Within the Education Programs Division of the Ministry of Education, specific special education responsibilities have been assigned to the Curriculum Development Division and the Regional Services Division.

### 1. Curriculum Development Division

#### Special Education Branch

The responsibilities of this branch are:

- to assess the need and formulate proposals for changes in policies with respect to special education;
- to prepare appropriate educational policies that will assist in the development of programs for exceptional pupils in Ontario;
- to manage the application of provincial policies relating to special education and help implement them through the regional network;
- to assist in the development of the circulars and guidelines;
- to develop support documents and materials for programs for exceptional pupils; and
- to maintain contact and share information with other government ministries and provincial organizations with specific interest in the well-being of exceptional pupils.

### 2. Regional Services Division

#### Regional Offices

The responsibilities of the regional offices are:

- to inform school systems of Ministry policy and programs as stated in the acts, regulations, circulars, and official memoranda;
- to participate in the development of Ministry policy;
- to ensure that Ministry policy is carried out;
- to assess the practical effectiveness of provincial policies, programs, and guidelines and make recommendations for improvement;

- to assist boards to develop means of evaluating and improving their programs;
- to maintain awareness within the Ministry of school-board activities and educational issues, to take action with regard to these activities and issues, and to make appropriate recommendations to the Minister;
- to maintain effective communication with other ministries, other appropriate bodies, and the general public;
- to administer the programs and policies that are delegated to the regional director;
- to offer effective support in program administration to those boards whose small size and scope preclude an adequate administrative structure.

#### Provincial Schools Branch

The responsibilities of this branch are:

- to provide general planning, leadership, direction, and supervision to the major direct educational services offered by the Ministry to residents of the province for whom local provision is not made;
- to operate the regional centres for the hearing-handicapped and the visually-handicapped;
- to operate educational programs in the developmental centres schools and in training schools; and
- to operate The Trillium Demonstration School, and to supervise the operation of Centre Jules Léger.

#### Regional Services Secretariat

The responsibilities of the secretariat are:

- to provide support to the Executive Director of Regional Services and to the Ministry of Education regional offices.
- in reference to special education policies and issues, to provide liaison, administrative, implementation, and review services.

## MINISTRY PUBLICATIONS

### Curriculum

Curriculum policy applies to all pupils in Ontario schools including pupils who have special needs, and is outlined in the circulars, guidelines, and official memoranda of the Ministry of Education. Support documents are developed to assist teachers in implementing curriculum policy.

### Circulars

#### Circular H.S.1, Secondary School Diploma Requirements

Circular H.S.1 states that each student should be allowed to pursue a program suited to his or her individual needs and aspirations. The courses offered should be tailored to the needs of exceptional students through appropriate group and individualized approaches, different levels of difficulty (Modified, Basic, General, and Advanced level courses), and special instructional services.

#### Circular PlJ1, The Formative Years

Circular PlJ1 states that, to be effective, curriculum must be closely related to the characteristics and needs of the particular pupils for whom it is planned. Teachers have the responsibility of selecting strategies, resources, and activities to ensure that this occurs.

#### Circular 14 textbooks

Circular 14 is an annual publication listing textbooks and kits approved for the use of all pupils in the schools of Ontario. Requests for permission to use textbooks not listed in Circular 14 must be submitted by the Chief Education Officer for a school board, to the Regional Director of Education, for the attention of the Director of the Special Projects Branch, Curriculum Development Division. Textbooks provided by school boards for use in special education are to be selected by the school principal in consultation with the teachers, and the selection is to be approved by board resolution.



### Guidelines

Curriculum guidelines provide the basis for developing local courses of study and individualized programs. Latitude is given so that programs developed for exceptional pupils may be modified both in methodology and content if the students' needs require it.

### Support documents

Several curriculum support documents are available to assist teachers in developing programs. Those related specifically to special education, and available in French and English, include:

- Gifted/Talented Children
- Children With Physical Handicaps and Health Impairments
- Children With Mild Intellectual Handicaps
- Children With Behavioural Exceptionalities
- Children With Communication Exceptionalities
- Vision
- Children With Learning Disabilities

### Other

- Education for Students Who Are Homebound, Hospitalized, or In a Residential Treatment Centre

### Materials for Sale Through the Publications Centre or Government Book Store

- Special Education Facilities for Emotionally Disturbed Children (1968) \$2.00 (English only).
- Designing Schools for the Physically Handicapped (1974) \$2.50 (English only).

## DEFINITIONS

1. The following terms are defined in subsection 1(1) of the Education Act:

### Exceptional pupil

means a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he is considered to need placement in a special education program by a committee established under subparagraph iii of paragraph 5 of subsection 1 of section 10 of the board,

- i) of which he is a resident pupil,
- ii) that admits or enrolls the pupil other than pursuant to an agreement with another board for the provision of education, or
- iii) to which the cost of education in respect of the pupil is payable by the Minister.

### Special education program

means, in respect of an exceptional pupil, an educational program that is based on and modified by the results of continuous assessment and evaluation and that includes a plan containing specific objectives and an outline of educational services that meets the needs of the exceptional pupil;

### Special education services

means facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.

### Trainable retarded child or trainable-retarded pupil

means an exceptional pupil whose intellectual functioning is below the level at which he could profit from a special education program for educable retarded pupils. (For a definition of educable retarded pupils, see the definitions which follow.)

2. For the purposes of subsection 8(2) of the Education Act, R.S.O. 1980, Chapter 129, the exceptionalities of pupils are those set out below by exceptionality grouping, specific exceptionality identification, and specific exceptionality definition.

Exceptionality Grouping

A. Behavioural exceptionality

Exceptionality

Emotional  
disturbance

Social  
maladjustment

Definition

A learning disorder characterized by specific behaviour problems over such period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance; and that may be accompanied by one or more of:

- (a) the inability to build or to maintain interpersonal relationships;
- (b) excessive fears or anxieties;
- (c) a tendency to compulsive reaction;
- (d) the inability to learn which cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.

B. Communication exceptionality

1. Autism

A severe learning disorder that is characterized by:

- (a) disturbances in
  - (i) rate of educational development;
  - (ii) ability to relate to the environment;
  - (iii) motility;
  - (iv) perception, speech, and language; and
- (b) lack of the representational-symbolic behaviour that precedes language.

<u>Exceptionality Grouping</u>	<u>Exceptionality</u>	<u>Definition</u>
2. <u>Hearing impairment</u>	An impairment characterized by deficits in language and speech development because of diminished or non-existent auditory response to sound (i.e., hard of hearing, deaf).	
3. <u>Language impairment</u>	<p>A learning disorder characterized by an impairment in comprehension and/or use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical, or sensory factors, and which may:</p> <p>(a) involve one or more of the form, content, and function of language in communication; and</p> <p>(b) include one or more of:</p> <p>(i) language delay;</p> <p>(ii) dysfluency; and</p> <p>(iii) voice and articulation development, which may or may not be organically or functionally based.</p>	
4. <u>Speech impairment</u>	A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.	



Exceptionality Grouping

Exceptionality

5. Learning  
disability

Definition

A learning disorder evident in both academic and social situations that involves one or more of the processes necessary for the proper use of spoken language or the symbols of communication, and that is characterized by a condition that:

(a) is not primarily the result of

(i) impairment of vision;

(ii) impairment of hearing;

(iii) physical handicap;

(iv) mental retardation;

(v) primary emotional disturbance;

or

(vi) cultural difference; and

(b) results in a significant discrepancy between academic achievement and assessed intellectual ability, with defects in one or more of:

(i) receptive language (i.e., listening, reading);

(ii) language processing (i.e., thinking, conceptualizing, integrating);

(iii) expressive language (i.e., talking, spelling, writing);

(iv) mathematical computations; and

Exceptionality Grouping

Exceptionality

Definition

(c) may be associated with one or more conditions diagnosed as:

- (i) a perceptual handicap;
- (ii) a brain injury;
- (iii) minimal brain dysfunction;
- (iv) dyslexia; or
- (v) developmental aphasia.

C. Intellectual exceptionality

1. Giftedness

An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.

2. Educable  
retardation

A learning disorder characterized by:

- (a) ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive services; or
- (b) inability to profit educationally within a regular class because of slow intellectual development; and
- (c) potential for academic learning, independent social adjustment, and economic self-support.

3. Trainable  
retardation

A severe learning disorder characterized by:

- (a) inability to profit from a special education program for the educable retarded because of slow intellectual development;
- (b) ability to profit from a special education program that is designed to accommodate slow intellectual development; and

<u>Exceptionality Grouping</u>	<u>Exceptionality</u>	<u>Definition</u>
		(c) limited potential for academic learning, independent social adjustment, and economic self-support.
D. Physical exceptionality	<u>Orthopaedic and/</u> <u>or Physical</u> <u>handicap</u>	A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without exceptionalities who are of the same age or developmental level.
	<u>Visual</u> <u>impairment</u>	A condition of partial or total impairment of sight or vision that even with correction adversely affects educational performance (i.e., limited vision, blind).
E. Multiple exceptionality	<u>Multihandicap</u>	A combination of learning or other disorders, impairments, or physical handicaps, that is of such nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or handicaps.

#### Appendices

Appendix A: 1981 Weighting Factor Information  
Appendix B: Ministry Memoranda



## APPENDIX A: 1981 WEIGHTING FACTOR INFORMATION

The following information is designed to provide the rationale for each weighting factor, the method of calculating each factor, and the data sources.

### 1. SPECIAL EDUCATION AND OCCUPATIONAL EDUCATION

#### 1.1 Elementary - Special Education Weighting Factor

The cost of providing special education programs and services is recognized for grant purposes through a combination of:

- (a) a specific amount for special education within the grant ceilings, and
- (b) the special education weighting factors.

A basic level of service for special education is provided within the 1981 grant ceilings. This basic level of service has been identified as a special education program equivalent to 2 special education teachers for each 1,000 pupils. The additional cost of providing special education programs and services, that are in excess of the cost of the basic level of 2 teachers per 1,000 pupils, are recognized through the special education weighting factors. In 1981 the special education weighting factors recognized for grant purposes are subject to a maximum of 0.0600, which is equivalent to approximately 6.3 teachers per 1,000 pupils. Where a board provides a special education service in lieu of a provincial service such as a residential school for the deaf or the blind, the maximum of 0.0600 will be increased in respect of such programs.

The preliminary 1981 special education weighting factor will be calculated based on board enrolments and special education personnel reported as of September 30, 1980. However, the preliminary weighting factor will be amended upwards or downwards as the case may be to reflect programs and services offered by the board in September 30, 1981 -- that is, the final 1981 special education weighting factor will be based 60 per cent on data reported as of September 30, 1980 and 40 per cent on data reported as of September 30, 1981.

In addition, boards experiencing an increased level of service between September 30, 1980 and January 30, 1981 will be allowed the option in 1981 to report the level of service provided as of January 30, 1981 and in effect substitute the number of special education personnel reported as of September 30, 1980 with the number of special education personnel reported as of January 30, 1981.

Special  
Education  
Weighting = 
$$\frac{2/3 \times (A + 1/2B - 0.002 \times \text{Board Enrolment}) \times 24,400 \times 1.5}{1730 \times \text{Board Enrolment}}$$

Where A	represents full-time equivalent of all special education resource teachers and all special education teachers in self-contained programs other than programs for the gifted. Where a board is reimbursed for the salary of teachers providing special education programs in facilities such as a psychiatric facility or detention and observation home, such teachers are excluded from the calculation.
B	represents the full-time equivalent of special education teacher-aides paid by the board -- they are paid approximately one-half the professional staff rate.
0.002 X Board Enrolment	represents the basic level of services provided for special education within the grant ceilings -- this basic level being 2 special education teachers for each 1,000 pupils in the board (with corresponding adjustment for additional supplies, services and personnel).
24,400 X 1.5	represents the cost of special education programs and services for each special education teacher employed by the board -- \$24,400 is the elementary teacher salary recognized for grant purposes and 1.5 reflects the additional supplies, services, and personnel such as social, psychological and psychiatric personnel not measured directly in the calculation.
2/3	reflects the additional cost to the board for providing special education programs and services since the average pupil-teacher ratio in special education programs is approximately 1/3 of that of the mainstream programs.
1730	represents the grant ceiling per pupil for 1981.
Board Enrolment	represents the full-time equivalent day school enrolment of resident-internal and non-resident pupils.

1.2      Secondary - Special Education and Occupational  
                                 Education Weighting Factor

The cost of providing special education and occupational education programs and services is recognized for grant purposes through a combination of:

- (a)            a specific amount for special education and occupational education within the grant ceilings, and

- (b) the special education and occupational education weighting factors.

A basic level of service for special education and occupational education is provided within the 1981 grant ceilings. The basic level of service has been identified as a special education and occupational education program equivalent to 2.5 special education teachers (or 5 occupational education teachers) for each 1,000 pupils. The additional costs of providing special education and occupational education programs and services that are in excess of the cost of the basic level of 2.5 special education teachers per 1,000 pupils, are recognized through the special education and occupational education weighting factors. In 1981, the special education and occupational education weighting factors recognized for grant purposes are subject to a maximum of 0.0300, which is equivalent to approximately 5 special education teachers (or 10 occupational education teachers) per 1,000 pupils. Where a board provides a special education service in lieu of a provincial service such as a residential school for the deaf or the blind, the maximum of 0.0300 will be increased in respect of such programs. In no case shall the board's 1981 special education and occupational education weighting factor be less than the board's 1977 special education weighting factor.

The preliminary 1981 special education and occupational education weighting factor will be calculated based on board enrolments and personnel reported as of September 30, 1980. However, the preliminary weighting factor will be amended upwards or downwards as the case may be to reflect programs and services offered by the board in September 30, 1981 -- that is, the final 1981 special education and occupational education weighting factors will be based 60 per cent on data reported as of September 30, 1980 and 40 per cent on data reported as of September 30, 1981.

In addition, boards experiencing an increased level of service between September 30, 1980 and January 30, 1981 will be allowed the option in 1981 to report the level of service provided as of January 30, 1981 and in effect substitute the number of personnel reported as of September 30, 1980 with the number of personnel reported as of January 30, 1981.

Special  
Education

and  $\frac{2}{3} \times (A + \frac{1}{2}B + \frac{1}{2}C - 0.0025 \times \text{Board Enrolment}) \times 29,400 \times 1.5$   
Occupational  $\frac{2,403 \times \text{Board Enrolment}}$

Education

Weighting Factor

Where  $\frac{2}{3}$  reflects the additional cost to the board for providing special education programs and services since the average pupil-teacher ratio in special education programs is approximately 1/3 of that of the mainstream programs.

A represents the full-time equivalent of all special education resource teachers and all special education teachers in self-contained programs for the areas of behavioural, communication and physical

exceptionalities. Where a board is reimbursed for the salary of teachers providing special education programs in facilities such as a psychiatric facility or detention and observation home, such teachers are excluded from the calculation.

B represents the full-time equivalent of special education teacher-aides paid by the board -- they are paid approximately one-half the professional staff rate. Teacher-aides for the trainable mentally retarded are excluded from the calculation.

C represents the full-time equivalent of all teachers in the area of occupational education -- one-half since the average pupil-teacher ratio in occupational programs is approximately twice that of special education programs.

0.0025 X Board Enrolment represents the basic level of service provided for special education and occupational education within the grant ceilings -- this basic level being the equivalent of 2.5 special education teachers for each 1,000 pupils in the board (with corresponding adjustment for additional supplies, services and personnel).

29,400 X 1.5 represents the cost of programs and services for special education and occupational education teachers employed by the board -- \$29,400 is the secondary teacher salary recognized for grant purposes and 1.5 reflects the additional supplies, services and personnel such as social, psychological and psychiatric personnel not measured directly in the calculation.

2,403 represents the grant ceiling per pupil for 1981

Board Enrolment represents the full-time equivalent day school enrolment of resident-internal and non-resident pupils, excluding trainable mentally retarded pupils.

### 1.3 Data Sources

Special Education personnel - Regional Offices  
Enrolment - 1980 and 1981 September School Reports



APPENDIX B: MINISTRY MEMORANDA

Note: The memoranda are included  
in the order of their listing  
on pages 34 and 35 of the handbook.



MEMORANDUM TO: REGIONAL DIRECTORS OF EDUCATION  
DIRECTORS OF EDUCATION  
PRINCIPALS OF SCHOOLS

RE: PSYCHOLOGICAL TESTING OF INDIVIDUAL STUDENTS

Concerns have been expressed that the individual psychological testing of students may not always be handled with adequate care and attention to such matters as the protocol of parental involvement, the qualifications of those doing the testing, and the confidential treatment of the test results.

It is recommended, where individual psychological testing of students is conducted under school or school system auspices, that the board develop a policy statement to help ensure adherence to a number of fundamental principles:

1. In those situations where the student is a minor, an explanation of the reasons for the testing should be given to the parents, and their permission sought for the test to be conducted. An interview is considered a very appropriate way to introduce the topic, and it is recommended that this procedure be used wherever possible. An interview with the parents to discuss results of the testing is also recommended.
2. A number of school systems employ psychologists and psychometricians who may be involved in psychological testing. Other personnel may be permitted to conduct tests provided their competence to do so can be verified. There may be teaching personnel on staff who have had diagnostic and other special training in the administering and interpretation of tests. It is a fundamental consideration to be able to assure those concerned that tests are conducted competently.
3. The personal nature of test results is recognized, and care should be exercised in protecting the confidentiality of the information. It is also recognized that the testing procedure and results should be for the educational benefit of the student, and therefore the information may need to be known by the principal and pertinent teaching personnel. Test reports may be placed, with parental approval, in the Ontario Student Record Folder.

A handwritten signature in cursive script, reading "H. K. Fisher".

H. K. Fisher,

Assistant Deputy Minister.

1976 05 19.



1978: SB12  
BFM: 107

To: REGIONAL DIRECTORS OF EDUCATION

Date: May 3, 1978

From: J. Martin - Director

Telephone: 5-5624

Subject: A Guideline for Approval of Special Education Equipment File Number: GA 400.07

This guideline has been prepared to assist regional office personnel involved in approving, for grant purposes, special education equipment for closed classrooms and resource withdrawal programs.

A. Special Education Equipment - Capital Project

Approval, for grant purposes, of special equipment is intended to enable school boards to provide, in approved Special Education classrooms, programs to meet the specific needs of exceptional students.

The special equipment approved under the Capital Grant Plan must be installed, stationed or exclusively used in a designated Special Education Classroom. Examples of the equipment are hard-wire loop system, closed circuit T.V. system, special sound insulation, etc. School boards should consult with the appropriate Regional Office personnel to determine the eligibility of equipment to be purchased.

Application for the purchase of this equipment will be treated as a capital project requiring allocation of capital funds. It should be submitted to the appropriate Regional Office of the Ministry on Building Forms 15 and 16 for the initial approval and may be considered in conjunction with a building program or be submitted as an individual item.

Justification of need for both the special equipment and the Special Education Classroom is a prerequisite to approval.

Documentation supporting the rationale for each piece of special equipment will not be a requirement of the Capital Grant Plan 1977. Furniture and equipment allowances under the plan will be up to the maximum of \$1,500 for each room, regardless of the division, and to a maximum of \$2,500 for special equipment per room.

For reference purposes, the special equipment allowances under the Capital Grant Plan are intended to assist boards in purchasing equipment as follows:

Programs for speech and hearing handicapped

- . Hard-wire system
- . Audio-loop system
- . Radio frequency system
- . Speech mirror
- . Speech trainer
- . Insulated booth and cubicle
- . Language master
- . Listening station

Program for visually handicapped

- . Optic aids
- . Closed circuit television viewer (large print)
- . Large-print typewriter

Program for physically handicapped

- . Specially designed desk
- . Specially designed work table
- . Psychomotor equipment

Program for learning disabled

- . Listening stations
- . Language master
- . Typewriter
- . Filmstrip projector
- . Record player
- . Controlled reading machines
- . Polaroid camera
- . Overhead projector
- . Classroom musical instruments
- . Wall mirror
- . Psychomotor equipment
- . Cubicles
- . Tape recorder

Program for slow learners (educable)

- . Listening stations
- . Language master
- . Typewriter
- . Tape recorder
- . Filmstrip projector
- . Record player
- . Controlled reader
- . Polaroid camera
- . Overhead projector
- . Classroom musical instruments
- . Psychomotor equipment
- . Elementary woodworking equipment (older pupils)
- . Basic home living skills equipment (older pupils)

... and such other special education equipment as may be suggested by the Special Education Branch, annually.

The special education equipment may also be approved for use in programs for other types of exceptional students in addition to those mentioned above, i.e. multihandicapped, behavioural, gifted, etc.



B. Personalized Special Equipment

This program enables school boards to provide personalized special education equipment for the specific need of an individual exceptional student. The regional office will need to ascertain with the appropriate board personnel that there is a specific special education need and that the request for special education equipment is justified.

The Regional Directors of Education may approve the cost of the personalized special education equipment for grant purposes up to the amount allocated to each region. The cost of the equipment shall be paid for in one year and the approved amount will be recognized as an extraordinary expenditure. This is to facilitate school boards acquiring the personalized special equipment without reference to capital grant procedures.

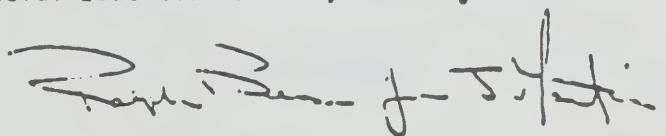
Application for approval should be submitted by school boards in a letter form to the Regional Director of Education and should substantiate the need of the personalized special equipment, including a recommendation from a specialist in the appropriate field of disability to the effect that such equipment is required, list the equipment to be purchased and indicate the cost. School boards may wish to consult with the appropriate Regional Office of the Ministry to determine the eligibility of equipment to be purchased.

The Regional Director of Education may approve part or all of the requested equipment at a cost deemed reasonable. A letter of approval will be issued by the Regional Director of Education to the requesting school board. A copy of the letter shall be forwarded to Grants Services Section for processing.

The personalized special equipment may be as follows:

- . Radio-frequency system
- . Large-print typewriter or standard electric typewriter
- . Guards for typewriter
- . Wheelchairs
- . Special desks and study carrel
- . Special work tables
- . Optic aids
- . Speech mirror
- . Closed circuit television viewer
- . Hearing aid
- . Braille writer
- . Speech trainer
- . Language master
- . Tape recorder-cassette

... and such other special education equipment that may be suggested by the Special Education Branch, annually.



J. Martin, Director,  
School Business & Finance.

c.c. Superintendents of Business and Finance



MEMORANDUM TO: DIRECTORS OF EDUCATION  
PRINCIPALS OF SCHOOLS

RE: THE EDUCATION OF STUDENTS WITH  
LEARNING DISABILITIES

The attached statement has been prepared to assist school boards in making appropriate provision for students with learning disabilities. It includes a definition of learning disabilities, identification procedures, placement and programming criteria and information on Ministry of Education resources available.

The Ministry expects that the identification and provision of appropriate educational programs for students with learning disabilities will be an important priority of school boards in Ontario. By providing a spectrum of student provision ranging from regular classroom placement to the special education class and by assisting teachers to effectively teach students with learning disabilities, school boards will be doing much to meet the responsibility they bear to make appropriate educational provision for all the students within their jurisdictions.

A handwritten signature in cursive script, reading "R. A. L. Thomas".

R. A. L. Thomas,  
Assistant Deputy Minister.

December 21, 1978.

# THE EDUCATION OF STUDENTS WITH LEARNING

## DISABILITIES

### STATEMENT TO SCHOOL BOARDS

#### INTRODUCTION

The Ministry of Education expects that school boards will provide programs and services according to the needs of their students. As is the case for other types of exceptional students, school boards are expected to provide education for students with learning disabilities by providing required programs and services or by purchasing them from other boards.

This statement details the expectations of the Ministry for school boards in providing programs and services for pupils with learning disabilities. It provides parameters for school board officials and teachers in their responsibilities for organizing programs for students with learning disabilities within their jurisdictions. It also outlines the relevant resources available from the Ministry of Education.

#### 1. DEFINITIONS OF LEARNING DISABILITIES

##### (a) Definitions Found in Literature

Recent attempts at categorization have emerged from psychological perspectives, defining students with specific learning disabilities as being those who have disorders in one or more of the basic psychological processes involved in understanding or in using spoken or written language. Such disorders may be manifested in imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. They have been variously labelled as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

The literature records two general types of learning disability:

- (1) Individuals having specific and significant organically-based disorders in receptive, integrative, and/or expressive processes. Such informational processing disorders result in a preferred way of learning academic skills. The learning disability itself occurs when curriculum approaches do not match a pupil's developmental pattern of learning.
- (2) Individuals having no known organically-based information-processing disorder. The learning disability may be essentially the result of a primary emotional disturbance in a pupil arising from innate or environmental deficiencies.<sup>1</sup>

.../2



The term dyslexia is sometimes used synonymously with reading problems. The medical definition for the term dyslexia, however, usually equates it with permanent neurological disability, thereby depriving an individual of the ability to read.

(b) Definition currently in use by the Ministry of Education

The Ministry of Education defines learning disabilities as: disorders in one or more of the processes involved in understanding or using symbols or spoken language. The disorders result in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits in at least one of the following areas:

- receptive language (i.e. listening, reading);
- language processing (i.e. thinking, conceptualizing, integrating);
- expressive language (i.e. talking, spelling, writing); and,
- mathematical computations.

Such deficits become evident in both academic and social situations.

The definition does not include children who have learning problems which are primarily the result of impairment of vision or hearing; motor handicaps; mental retardation; primary emotional disturbance; or environmental, cultural, or economic disadvantage.

2. IDENTIFICATION OF LEARNING DISABILITIES

(a) General Screening Techniques to Identify Students with Learning Problems

Identification procedures for students suspected of having learning disabilities should be carried out in English for English speaking students and in French for French speaking students. Where a student's language is other than English or French, a reasonable delay in the language-based aspects of assessment should be considered.

The screening process should consist of:

- early identification programs involving parents and local interdisciplinary services; and,
- administration of screening tests and/or performance checklists in all areas of academic, physical and social functioning followed by:
- administration, with the written consent of parents, by appropriately trained personnel, of individual tests to identify areas of significant discrepancies.

(b) Specific Diagnostic Procedures for Students Identified as having Learning Problems

A diagnostic evaluation for individual students should include the following aspects:



- detailed health assessment (hearing, vision, physical and perhaps neurological);
- psychological assessment of intellectual functioning;
- academic assessment;
- assessment of the development and integration of auditory, visual, kinesthetic, and motor functioning;
- language assessment; and,
- assessment of observed behaviours in a variety of settings.

Evaluations may vary in complexity according to the requirements of each pupil under consideration.

It is essential that all results of diagnostic procedures and their implications be discussed with the parent, student, and educators involved in the planning and implementation of the student's program. It is expected that communication and co-operation will have been established previously between the home and school. Families are a most influential force in the development of children and youth; without family involvement, opportunities for the progress of exceptional pupils are greatly reduced.

### 3. PROGRAMMING FOR STUDENTS WITH LEARNING DISABILITIES

The assessment results (learning styles, deficit areas, particular strengths, interests, and socio-emotional development) will dictate the most effective program. It is of paramount importance that the findings of psychological, educational and medical reports be translated into instructional expectations and strategies to meet the needs of each student. With the assistance of the resources available, and based upon the information resulting from the diagnostic procedures, the school principal, in consultation with special education and student services personnel, has the responsibility of ensuring that an effective program will be implemented for each student.

In many cases, reinforcement of the program at home will be desirable and productive. School and board personnel should work closely with parents to ensure that a consistent and co-operative approach is developed and sustained.

Both elementary and secondary schools should have resource teachers available to assist learning disabled students. School boards should also make provision for assistants to work with individual students where necessary, and under the direction of the classroom teacher. Such assistance might be in the form of tutorial sessions on an individual or small group basis conducted by teachers, classroom assistants, aides, or volunteers. School boards should ensure that classroom assistants have suitable skills and knowledge for the conduct of their assignments with learning disabled students.

Students with mild forms of learning disabilities can be served very adequately within the regular classroom. A special education consultant or resource teacher can provide the assistance required by the classroom teacher in the selection and organization of materials and instructional approaches suitable to the needs of these students.

Students with moderate forms of learning disabilities will probably require assistance outside of the regular classroom on a part-time basis. The assistance should be available on an individual or small-group basis for part of the day. A resource room teacher, itinerant special education teacher or classroom assistant should be assigned to schools, depending on the need in each community.

Students with severe forms of learning disabilities usually require placement in a special education class for children with learning disabilities.

The enrolment and the placement of students in such programs are to be in accordance with the terms of Regulation 704, Elementary and Secondary Schools and Schools for Trainable Retarded Children - General, and the guidelines in the administrative handbook, Education of Exceptional Children.

School boards should attempt to provide professional support services to classroom personnel for on-going assistance in individual student program development, evaluation and follow-up.

*Liaison with the home, other involved professionals, and community agencies must be maintained to ensure integration of services and the effectiveness of the program.*

The teaching methods used with a learning disabled student must be highly personalized, compatible with the child's strengths and accomodate the areas of deficit. It is important that the methodology be structured, sequential, and reinforced with relevant activities. Acceptance, commitment, and involvement on the part of pupil and parents are critical to the success of each student's program.

Programs must be reviewed regularly (Regulation 704, Elementary and Secondary Schools and Schools for Trainable Retarded Children - General)

The need for special instructional equipment must be considered for the program and for individual activities of each student. Such provisions for aid in the development of a successful program will foster self-confidence and independence.

The education of children and youth with learning disabilities is the responsibility of the school boards in Ontario. In the vast majority of circumstances, children with learning disabilities will be residing in their own homes. It is recognized, however, that there are a few exceptional cases where a pupil will have a clearly identifiable need for special non-educational services; i.e., socialization, care or medical treatment. Some pupils may require residential services for such non-educational problems. It is expected that school boards will provide information to aid parents in locating care and treatment services required for such children.

Admission to the majority of residential facilities in Ontario is determined selectively on the basis of assessed need(s) for special non-educational services. That is, the child's educational requirement per se has no bearing on his or her eligibility for residential care.

Responsibility for seeking appropriate residential care facilities rests directly with the parent of each pupil. School boards, as previously indicated, however, are expected to indicate to parents the appropriate point of reference for further information or assistance. Depending upon the nature of the requirements, this may be a children's mental health centre, children's psychiatric service, children's aid society or other organizations offering appropriate service. It should be made clear to the parent that contact does not necessarily mean the child will be accepted into an approved residential program, but only that the agencies involved and the school board will work together with the family in clarifying the nature of the problem(s) and assist them in finding appropriate solutions.

Collaboration between education and children's services authorities will be necessary to ensure that planning responds to the needs of individual children and families generally. It should be clearly understood, however, that additional special education programs will not be developed or provided by children's aid societies or mental health facilities.

The regional offices of the Children's Services Division of the Ministry of Community and Social Services will assist school boards in acquiring information regarding care and treatment services within each region.

#### 4. MINISTRY RESOURCES FOR THE EDUCATION OF STUDENTS WITH LEARNING DISABILITIES

##### (a) Financial

The annual General Legislative Grants Regulation provides financial assistance to school boards for the provision of programs and services at the elementary and



secondary school levels. Through the special education weighting factors funding is made available to boards to extend special education services, including added programs for children with learning disabilities.

Under the provisions of section 28 of The General Legislative Grants Regulation, the Ministry of Education can support school boards in the provision of education programs in facilities approved under The Mental Health Act, The Developmental Services Act, The Charitable Institutions Act, The Children's Institutions Act, The Children's Boarding Homes Act, The Provincial Courts Act and The Homes for Special Care Act. Residents of such facilities attending schools in the community are also similarly financially supported under the provisions of section 27 of the Regulation.

(b) Professional Development for Teachers

The Ministry of Education Special Education courses have been modified to permit a more comprehensive program in learning disabilities during the three parts of the summer/winter courses. These courses provide for the preparation of teachers, consultants and supervisory personnel who have responsibility for the education of exceptional students. Changes in the basic pre-service teacher education programs are being initiated in order to focus on special instructional approaches for exceptional students, including those with learning disabilities.

(c) Curriculum Development

The Ministry of Education is in the process of developing a support document to The Formative Years dealing with classroom instructional approaches and techniques for teachers of students with learning disabilities. The revision and expansion of Diversified Occupations (R.P.35) for the Intermediate Division also reflects the need for special programs for exceptional students, including the learning disabled.

(d) Early Identification and Intervention

The Ministry of Education is requiring that every school board identify the learning characteristics of all children when they enter school for the first time. Identification and appropriate intervention at this early stage will ensure that learning disabled students are provided with meaningful early school experiences related to their individual strengths and weaknesses.



(e) Regional Offices

The Ministry of Education, through its regional offices, will provide assistance to school boards in:

- (i) the use of the Windsor, or other, Early Identification Processes;
- (ii) their responsibility and efforts to provide suitable educational programs for students with learning disabilities; and,
- (iii) evaluating the effectiveness, and needs for further development, of resources, programs and services.

December 1978



MEMORANDUM TO: DIRECTORS OF EDUCATION  
PRINCIPALS OF SCHOOLS

RE: EARLY IDENTIFICATION OF CHILDREN'S  
LEARNING NEEDS

It is essential to establish what a child's learning needs and abilities are if an education program is to be appropriate to the level of the child's development. This should be done by the school when the child is first enrolled.

By September, 1979, each board in the province shall approve a specific procedure to determine the child's learning needs and abilities when the child is first enrolled or at least by the time the child is beginning a program of studies immediately following Kindergarten. The procedure shall be in English for an English speaking child and in French for a French speaking child. Where a child's language is other than English or French, a reasonable delay in the language-based aspects of assessment should be considered.

Each procedure shall include the following:

1. Confidential information gathering in the form of a health and/or social history with due regard given to the protection of privacy of pupil information. The form shall be part of the student's O.S.R. file;
2. Several opportunities for the parent and teacher to share important information about the child's background and development;
3. A multi-disciplinary approach, where required, to provide assessments by professionals outside the classroom;
4. An education assessment administered by the teacher which includes the communication areas of language and number skills.

These are intended to form one of a series of assessments of the child's progress to ensure that the program is appropriate for the child's learning needs.

School boards presently not using early identification procedures which include the above elements are encouraged to begin planning for implementation of them. Included in the plans should be the designation of an education official with responsibility in the primary division or special education to co-ordinate the development and implementation of the procedure to be used for early identification.

The health status of each child plays a major part in learning. Implementation plans need to include provision for continued co-operation with Public Health Units. School Health Services across the province provide for hearing, vision and, in some communities, developmental screening either prior to or upon entry to school for the first time.

Early identification procedures must lead to activities which enable each pupil to participate as completely as possible in education programs. Examples of these are:

- . alerting parents to the possible need for professional attention regarding general health, hearing or vision;
- . monitoring and further assessment of pupil progress during the year;
- . planning and implementing learning experiences to aid the development of each child's education and social skills, with particular attention to the needs of pupils who demonstrated high or low performance on the educational assessment; and
- . providing for a wide range of programs and services in the following years.

Each Regional Office has appointed an Education Officer to assist school boards with implementation of early identification procedures.



R. A. L. Thomas,  
Assistant Deputy Minister.

December 27, 1978.



Minister of  
Education

416/965-5277

Mowat Block  
Queen's Park  
Toronto Ontario  
M7A 1L2

MEMORANDUM TO: CHAIRMEN OF SCHOOL BOARDS

RE: THE ESTABLISHMENT OF RESIDENTIAL DEMONSTRATION  
SCHOOLS FOR STUDENTS WITH SEVERE LEARNING  
DISABILITIES AND DETAILS OF THE REFERRAL  
SYSTEM TO BE USED

School boards have the responsibility to provide appropriate educational programs for students with learning disabilities. There exists, however, a small group of students with severe learning disabilities for whom attendance at a residential school is required.

Two residential demonstration schools for the severely learning disabled will be established this year in Ontario. A school for English-speaking students will be opened in Milton and a school for French-speaking students will be established in Ottawa.

The attached statement provides information on program goals and objectives and student admission procedures. It is expected that boards will do their utmost to provide appropriate educational programs for students with learning disabilities and that referrals for admission to the residential demonstration schools will be made only when an appropriate program cannot be provided at the local level.

A handwritten signature in cursive script, reading 'Bette Stephenson'.

Bette Stephenson, M.D.,  
Minister.

December 27, 1978.

cc: Directors of Education



THE RESIDENTIAL DEMONSTRATION SCHOOLS  
AND THE REFERRAL PROCESS

The residential demonstration schools are designed for children with severe learning disabilities who cannot otherwise receive an appropriate education from their local school boards.

Program Goal

The demonstration schools have been planned to meet the needs of students with severe learning disabilities who require a residential setting, and to make available resource services to assist students with learning disabilities. As more local school boards develop and/or upgrade their own learning disabilities programs with resource assistance from the residential demonstration schools, it is anticipated that the number of children requiring residential provisions will diminish. Eventually only the most disabled students and perhaps some students from smaller population areas in the province will require the special program at the schools.

Program Objectives

1. To provide residential education programs for Anglophone and Francophone students with severe learning disabilities and for students with learning disabilities from sparsely-populated areas in the province.
2. To assist students enrolled in the programs to achieve sufficient mastery over their disabilities to return to programs within their local school boards.
3. To provide an in-service teacher education program in instructional techniques for students with learning disabilities for board-sponsored personnel.

Definition of Learning Disabilities

The Ministry of Education defines learning disabilities as: disorders in one or more of the processes involved in understanding or using symbols or spoken language. The disorders result in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits in at least one of the following areas;

- (a) receptive language (i.e. listening, reading);
- (b) language processing (i.e. thinking, conceptualizing, integrating);
- (c) expressive language (i.e. talking, spelling, writing); and
- (d) mathematical computations.

Such deficits become evident in both academic and social situations.

The definition does not include children who have learning problems which are primarily the result of: impairment of vision or hearing; motor handicaps; mental retardation; primary emotional disturbance; or environmental, cultural, or economic disadvantage.

#### Student Admission Procedures for the Schools

##### The Regional Committees on Learning Disabilities

1. Referrals to the schools are to be made by school boards through Regional Committees on Learning Disabilities situated in each Regional Office of the Ministry of Education. Each committee shall consist of:
  - (a) the Regional Director of Education or the Regional Special Education Officer who shall call and chair each meeting;
  - (b) the appropriate representative of the Children's Services Division (COMSOC);
  - (c) an appropriate staff representative from each school board involved in each specific meeting;
  - (d) a legally qualified pediatrician or other legally qualified medical practitioner appointed by the committee;
  - (e) any professional resource persons deemed necessary by the committee.

The proceedings of the committee shall be conducted in the student's language of instruction. The parent (guardian) of an applicant and his/her resource person shall be invited to be present at the meeting of the committee at which the student's application is being considered and to furnish any information which may be pertinent to the committee's consideration of the application.

The teacher of the student whose application is being considered may be invited to the meeting of the committee by the chairperson to furnish any information relating to school performance which may be pertinent to the committee's consideration of the application.

These Regional Committees on Learning Disabilities will be ready to receive referrals after January 31, 1979.

Additionally, because a limited number of students can be accommodated in the demonstration project, the task of the Regional Committees will be to ensure that the Provincial Committee on Learning Disabilities receives the applications of only those students most in need of a residential education setting.

2. An applicant or the parent (guardian) of an applicant, or a school board, shall submit to the chairperson of the Regional Committee on Learning Disabilities, evidence that:
  - (a) the applicant will be between six and twenty-one years of age on the first day of the school year for which admission is sought;
  - (b) because of the nature of the learning disability, the applicant is in need of the special residential education program;
  - (c) the applicant, because of the nature of the disability presented in (b) above, exhibits a significant discrepancy between academic achievement and assessed intellectual ability; and
  - (d) a Special Education Program Placement and Review Committee has exhausted all local or regional services that might provide for the needs of the student.
3. The chairperson of the Regional Committee on Learning Disabilities will convene a meeting of the whole committee within 20 days of receiving an application for admission to the program.

The chairperson, on behalf of the committee, will, within 5 days of the meeting of the committee, forward selected applications to the Director, Special Education Branch, for consideration by:

THE PROVINCIAL COMMITTEE ON LEARNING DISABILITIES,  
MOWAT BLOCK, 17th FLOOR, QUEEN'S PARK, TORONTO, ONTARIO

Decisions regarding admission to the program will be made by this Provincial Committee, consisting of:

- (a) the Director of the Special Education Branch, who will call and chair meetings;
- (b) the School Program Director, who will provide liaison between the Provincial Committee and the school;
- (c) one representative to be designated by the Children's Services Division of the Ministry of Community and Social Services;

- (d) one representative of the Ministry of Health;
  - (e) one interim representative of the Vocational Rehabilitation Branch of the Ministry of Community and Social Services (two year term); and
  - (f) one representative of the Ministry of Education who will serve as secretary to the Provincial Committee.
4. At the school, a Program Planning Committee shall prepare an individualized instructional program with long-range goals, short-term objectives and target dates for each student. This program shall be communicated to the parent/guardian of the student. The student's progress will be reviewed by the Program Planning Committee at least semi-annually. Contact with the student's home school principal will be maintained in order that the student may return to his local school system under optimal circumstances as soon as his progress at the demonstration school indicates that he no longer requires the residential program.

December 1978





Ontario

Ministry  
of  
Education

Mowat Block, Queen's Park  
Toronto, Ontario  
M7A 1L2

1978-79:40

MEMORANDUM TO: DIRECTORS OF EDUCATION  
PRINCIPALS OF SCHOOLS

RE: CHILD ABUSE REPORTING REQUIREMENTS

The Government of Ontario has responded to a growing concern for the protection of children by introducing a number of legislative amendments to The Child Welfare Act. Bill 114, An Act to Revise The Child Welfare Act, received Third Reading on December 12, 1978, and is expected to come into force by Royal Proclamation effective June 15, 1979. The revised Act contains several new provisions, one of which has the effect of placing a greater degree of responsibility on teachers and other professionals to report cases of suspected child abuse.

Section 49 (2) states:

"Notwithstanding the provisions of any other Act, every person who has reasonable grounds to suspect in the course of the person's professional or official duties that a child has suffered or is suffering from abuse that may have been caused or permitted by a person who has or has had charge of the child shall forthwith report the suspected abuse to a society."

This section requires the reporting of cases of suspected child abuse to a Children's Aid Society. Section 94(1)(f)(ii) of the Act provides for the possibility of a fine of up to \$1,000 for failure to comply. Teachers have a responsibility of reporting even if the information provided is considered to be confidential or privileged. Teachers are, however, guaranteed protection from civil liability unless the report is made maliciously or without reasonable grounds to suspect that the information is true. (Section 49 (3)).

Attached, for your information and reference, is a copy of a brochure which provides basic information about the reporting requirements. This brochure is available in quantity for local distribution and may be obtained through the office of the local Children's Aid Society or from the Regional Offices of the Ministry of Education.

.../2


Directors of Education are requested to ensure that:

- (a) all staff members are aware of and understand the relevant sections of The Child Welfare Act, 1978 and particularly the requirement to report cases of suspected child abuse; and
- (b) policies and procedures are developed within the school system to provide direction to all staff members in reporting cases of suspected child abuse to the Director of a Children's Aid Society.

The Children's Aid Societies are prepared to offer advice and consultation in the development of orientation and training sessions for those affected by the new reporting requirements. Each society has been requested to arrange interprofessional meetings to introduce the new legislation to key professionals representing the various agencies in each community.

Additional resource materials are being developed under the auspices of the Child Abuse Program of the Ministry of Community and Social Services. Specific training courses, procedures and guidelines for agencies are being prepared and will be available through the Children's Aid Societies.

June 11, 1979.

  
H. K. Fisher,  
Deputy Minister of Education.

Enclosure



ntario

Ministry  
of  
Education

Mowat Block, Queen's Park  
Toronto, Ontario  
M7A 1L2

1979-80: 14

Ministry of  
Colleges and  
Universities

MEMORANDUM TO: DIRECTORS OF EDUCATION  
PRINCIPALS OF SCHOOLS

RE: TRAINING PROGRAM FOR TEACHERS OF CHILDREN  
WITH LEARNING DISABILITIES

The Trillium School for Learning Disabled Students in Milton is offering 20 in-service teacher education programs during the school year 1979-80. Teachers of regular and special education classes, vice-principals, principals, consultants and board administrators responsible for Special Education Programs could benefit from these week-long residential programs.

Each session will accommodate 10 to 12 persons and will cover the basic fundamentals in developing and implementing specialized programs in the area of learning disabilities. Each program will include methods and techniques for:

- (a) planning and implementing programs consistent with the goals and expectations of the Ministry of Education;
- (b) assessing a student's learning on a continuous basis to ensure learning at a level and rate that are in keeping with his or her individual abilities;
- (c) diagnosing difficulties and developing appropriate programs;
- (d) utilizing special materials and equipment;
- (e) recording and reporting the student's growth and development.

.../2

COST

1. The Ministry will supply single-room accommodation on the premises.
2. The Ministry will pay a Board a maximum of \$50.00 per day per teacher on course when the Board finds it necessary to employ a supply teacher. No payment will be made when supply teachers have not been engaged.
3. School boards and/or teachers will be responsible for transportation and meals. Meals are available on campus at a cost of approximately \$5.00 per day.

PROCEDURE FOR REGISTRATION

It is anticipated that a large number of educational personnel will wish to use the resources of Trillium School to assist in meeting the needs of learning disabled students. Boards are requested to forward the names of staff who would be interested in participating in the Teacher Education Program.

Before a session occurs, the boards involved will be notified of those who will attend and the session dates.

Since the total number of teachers participating in this in-service training program is limited to approximately 200, a selection procedure giving equal consideration to the school boards will be used. As a result, requests of a school board may have to be alternated.

The following are enclosed:

Application forms

Information Sheet and Session Dates

Please forward application forms as soon as possible to the Trillium School, 347 Ontario Street South, Milton, Ontario, L9T 3X9



G. R. Podrebarac  
Assistant Deputy Minister

October 22, 1979





Ontario

Ministry  
of  
Education

Ministry of  
Colleges and  
Universities

Trillium School

347 Ontario St. S.,  
Milton, Ontario  
L9T 3X9  
(416) 878-8428

1979-80: 14

TEACHER EDUCATION PROGRAM - INFORMATION SHEET

REGISTRATION:

Registration will take place in the visiting teachers' lounge on the upper level of Trillium School from 7:00 pm to 7:30 pm on the Sunday immediately preceding the week's program. An informal session will follow.

PROGRAM:

1. The sessions will run for five days from 9:00 am until 4:00 pm and on two alternate evenings. Voluntary involvement with the students will take place during the extra-curricular program.
2. A professional library will be available to visiting teachers.
3. In order to assist teachers with specific problems, it is suggested that you bring examples of a student's work (written work, audio tapes) to help plan appropriate remedial activities.

GENERAL INFORMATION:

The school will supply bed linen. Teachers are requested to bring soap, towels and washcloths.

Facilities are available for such activities as indoor swimming, jogging, skiing and skating.

We look forward to meeting you and trust the program will be challenging and worthwhile for all concerned.

DATES FOR TEACHER EDUCATION PROGRAM 1979-1980:

SESSION	DATE	SESSION	DATE
1	October 1 - 5	11	February 11 - 15
2	October 15 - 19	12	February 25 - 29
3	October 29 - November 2	13	March 3 - 7
4	November 12 - 16	14	March 24 - 28
5	November 26 - 30	15	April 14 - 18
6	December 3 - 7	16	April 28 - May 2
7	December 10 - 14	17	May 12 - 16
8	January 7 - 11	18	May 26 - 30
9	January 21 - 25	19	June 2 - 6
10	February 4 - 8	20	June 16 - 20



Ministry  
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Education

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Universities

Trillium School

1979-80: 1

347 Ontario St. S.,  
Milton, Ontario  
L9T 3X9  
(416) 878-8428

## APPLICATION FOR PROFESSIONAL DEVELOPMENT PROGRAM

NAME:

ADDRESS:

HOME PHONE:

SCHOOL BOARD:

SCHOOL ADDRESS:

SCHOOL PHONE:

POSITION HELD:

GRADE LEVEL:

PLEASE DESCRIBE PRESENT POSITION:

PURPOSE FOR REQUEST(BE SPECIFIC)

SUPPLY TEACHER REQUIRED	yes ( )	( ) full time
	no ( )	( ) part time

SESSION PREFERRED: (give 1st, 2nd & 3rd choice)

SIGNATURE OF SUPERINTENDENT \_\_\_\_\_



Ontario

Ministry  
of  
Education

Mowat Block, Queen's Park  
Toronto, Ontario  
M7A 1L2

1979-80: 24

Ministry of  
Colleges and  
Universities

MEMORANDUM TO: DIRECTORS OF EDUCATION  
PRINCIPALS OF SCHOOLS

RE: EARLY IDENTIFICATION

This memorandum supplements Memorandum 1978-79:15 Early Identification of Children's Learning Needs.

The development of procedures for the identification of learning abilities of all children continues to be a significant undertaking of school boards in Ontario. These procedures are part of a process whereby competent teachers create and modify learning opportunities based upon their assessment of children's learning needs.

It is expected that school boards having adopted procedures known to be in tune with the developmental characteristics of young children will continue to refine these approaches as staff knowledge and experience increase.

It is acknowledged that time is needed for modification and refinement of these procedures; however they should be operational by September 1981.

#### SOME PRINCIPLES FOR EARLY IDENTIFICATION PROCEDURES

1. Teachers in consultation with parents must strive to know each child as soon and as thoroughly as possible in order to provide learning opportunities that will help each child. Where necessary other professionals may assist in this process.
2. A variety of strategies should be used to maintain an ongoing review of each child's emotional, social, intellectual and physical development.
3. Continuous assessment from different perspectives should be followed up with suitable programs that reflect what is known about each child at any point in time. Such programs should be provided in an environment wherein the child feels secure.

4. Information derived from assessment should be treated as tentative and temporary; it is not appropriate to use these data to predict children's long-term achievements.
5. Teachers may identify some children with special needs who require further assessment. Teachers should consult with other professionals to determine appropriate learning programs.

#### SOME RESOURCES FOR EARLY IDENTIFICATION

1. In recent years there has been much activity in the development of instruments for use in early identification procedures. Careful analysis and review of these instruments in the context of primary education is essential.
2. Research consistently confirms that a supportive teacher who implements programs suited to children's individual needs and who provides immediate, positive reactions about developing competencies and attitudes, is a very reliable authority for deciding what a child can and cannot do.
3. Teachers may need to reinforce their interview skills, their skills in interpreting different facets of child behaviour, and their abilities to recognize when other professional assistance is necessary.

Inservice activities should be developed to accommodate these needs. Professional activity days could be used most effectively for this purpose.

4. Personnel within Ontario's 43 public health units may be able to assist school boards with relevant social and health information. Contact with the local medical officers of health is encouraged.

In jurisdictions where parents provide teachers with social and health information, parents must be assured that the information will be kept confidential, and that it will be used in establishing good educational programs for children.

5. Within regional offices of the Ministry of Education, designated staff members have responsibility for assisting boards with matters relating to early identification.



6. A resource guide to The Formative Years, tentatively entitled "The Beginning Years of School" is being prepared by the Ministry of Education. This guide will provide suggestions for implementing early identification procedures within the context of early childhood programs.
7. The Ministry of Education has initiated a number of research studies designed to provide up-to-date information on the problem of meeting the needs of young children. The reports are available in either microfiche or bound copies from:  
Ontario Government Bookstore  
880 Bay Street  
Toronto, Ontario M7A 1N8

EARLY IDENTIFICATION OF CHILDREN'S LEARNING ABILITIES  
AND INTERVENTION PROGRAMS

Mr. Iain Davidson, Dr. Margaret Hughes,  
Dr. Harry Silverman, Ontario Institute for Studies  
in Education.

This study describes early identification procedures and intervention programs being used in Ontario, evaluates the reliability and validity of these techniques, and outlines criteria for choosing appropriate instruments and procedures.

Available March, 1980.

THE WINDSOR EARLY IDENTIFICATION PROJECT (1974-75)

Dr. K. G. O'Bryan, Ontario Educational  
Communications Authority

The approach used in the Windsor Project was multi-disciplinary, involving educators, psychologists, the medical profession and the research team. The tests developed were designed for Windsor but have general applicability with some local modification.

Bound copy \$2.50                      Microfiche (ON00565)    \$1.00

LE PROJET DE DÉPISTAGE PRECOCE DE WINDSOR

Dr. K. G. O'Bryan, Ontario Education  
Communications Authority

Bound copy \$2.50                      Microfiche (ON00565)    \$1.00

CHILDREN'S CHARACTERISTICS ON SCHOOL ENTRY

(Junior Kindergarten, Senior Kindergarten and Grade 1)

Dr. G. A. V. Morgan, University of Guelph.

The research team developed a set of instruments and used them on a representative sample of children entering school for the first time to identify the skills and abilities that they had acquired. Data was also collected on parents' expectations of the school program as well as the schools' expectations of the beginning children.

Available December 1979.

IDENTIFICATION AND PLACEMENT OF CHILDREN WITH LEARNING  
DISABILITIES IN ONTARIO: A STUDY OF THE VALIDITY OF  
ASSESSMENT INSTRUMENTS AND PROCEDURES

Dr. Robert B. MacIntyre - Ontario Institute for  
Studies in Education.

In addition to examining instruments and procedures,  
the researchers studied the process used in schools  
to generate, apply and interpret data. The report  
includes an annotated list of major tests with a  
validity summary for tests specific to the learning  
disability issue.

Available January 1980.

PERCEPTIONS OF PROGRAMS AND CHILDREN'S CHARACTERISTICS

Dr. M. W. Wahlstrom, Ontario Institute for Studies  
in Education.

Ontario programs for children aged three to eight  
are described and analyzed. Issues relevant to  
Early Childhood Education are outlined and related  
to the delivery of services through the programs of  
various agencies.

Available January 1980.

KINDERGARTEN PROGRAMS: EFFECTS OF REGULAR HALF DAY,  
ALTERNATE FULL DAY, AND DAILY FULL DAY PROGRAMS

Dr. Andrew Biemiller, University of Toronto.

The study examined the effects of the three types of  
program on the children's health, temperament,  
preferences and their skills in a variety of academic  
and social situations.

Microfiche (ON01480) \$1.50

8. Many school boards have had early identification  
procedures in place for some time; they can provide  
valuable information to boards wishing assistance.

A random sample of early identification programs  
around the province is presented in Curriculum  
Connections No. 14, October 1979, a publication  
available from the Ontario Association for Curriculum  
Development, 1260 Bay Street, Toronto, Ontario M5R 2B1.



G. R. Podrebarac  
Assistant Deputy Minister

December 31, 1979.



Ministry of  
Colleges and  
Universities

MEMORANDUM TO: DIRECTORS OF EDUCATION  
PRINCIPALS OF SCHOOLS

RE: 1. PURCHASE OF SERVICES FROM THE CANADIAN NATIONAL  
INSTITUTE FOR THE BLIND  
2. TOURETTE SYNDROME

1. PURCHASE OF SERVICES FROM THE CANADIAN NATIONAL  
INSTITUTE FOR THE BLIND

The Ministry of Education recognizes the importance of the services provided to Ontario school boards by the CNIB. These services successfully complement those provided by the W. Ross Macdonald School for the blind in Brantford.

For many years, CNIB services were available without charge. Not unexpectedly, CNIB eventually found it necessary to charge a fee for services extended to school boards in order to maintain its service levels.

Continued use of these CNIB services by school boards will ensure their continued availability. The Ministry grant funding program has always included allowances for the purchase of support services for students with special needs.

For further information on CNIB services available to schools in Ontario contact:

H. J. McErlean,  
Assistant Director, Ontario Division,  
Canadian National Institute for the Blind,  
1929 Bayview Avenue,  
Toronto, Ontario.  
M4G 3A8  
Telephone: 486-2608

CNIB ONTARIO DIVISION SCHOOL SERVICE PROGRAM

Eye Service nurses of the CNIB offer their services directly to schools attended by partially sighted students once yearly or more often if the need arises. Under this service, each partially sighted student known to the agency is given a complete assessment of visual functioning. In addition, the following services are provided: a report and recommendations to the teacher and the principal; consulting services to the school boards; referrals to appropriate services when needed (e.g., W. Ross Macdonald School);



provision of optical and non-optical aids; and assistance in the evaluation and follow-up of the large print program.

The Eye Service Department operates under the direction of Dr. W. M. Hunter, Ophthalmological Consultant to the Ministry of Education and the CNIB.

Student guidance counsellors help to ensure that equal educational opportunity is extended to all visually impaired students (Grade 8 to 13) in Ontario by identifying, obtaining, providing and/or co-ordinating all the support services that permit and facilitate the integration of such students into the regular school system, thereby helping them realize their potential and attain their vocational goals.

Educators of visually impaired students can expect the CNIB guidance department to act as a resource in handling and solving the visual problems of visually impaired students as well as in providing follow-up services such as vocational rehabilitation, social counselling, and any training that may be deemed necessary. Instruction in communication methods and the use of training mechanisms, as well as specific programs and services for improving the daily living skills and academic performance of students can also be arranged.

The CNIB Library offers transcription services to blind students in Ontario. The library will braille or record on request most materials that students require in the various subject areas from Kindergarten to Grade 13. Original transcriptions are usually done by volunteers and therefore several months advance notice is required.

The library maintains a growing collection of braille transcriptions and masters. Copies of these titles are made available within 48 hours of a request. Catalogues of the master collections of braille and recorded materials are available without charge.

## 2. TOURETTE SYNDROME

The enclosed publication deals with a rare disorder known as Tourette Syndrome. This disorder, regarded as an organic dysfunction of the brain, first appears in childhood, most often between the ages of two and fourteen. While its apparent incidence is low, there is a definite need for increased awareness of this condition.

Until recently, the "classic" Tourette child was considered a severe psychiatric problem, and the tragic labelling of these children as "behavioural problems" interfered with their schooling and social development.



It is felt that this publication could aid in the dissemination of knowledge about Tourette Syndrome. In addition copies are being distributed by the Ministry of Health to physicians. Because of the sensitive nature of this disorder, it is felt that this matter should be discussed first at staff meetings and if additional copies are required, they could be ordered.

A handwritten signature in dark ink, appearing to read 'G. R. Podrebarac', with a large, stylized initial 'P'.

G. R. Podrebarac  
Assistant Deputy Minister  
Education Programs

February 20, 1980

Children with problems need special understanding, care and love, and some require special medical attention. A minority of children with difficulties may be suffering from a rare, little known disorder of obscure origin known as Tourette Syndrome.

**T**ourette Syndrome is named after the French doctor Gilles de la Tourette who first described the affliction in 1885.

Tourette Syndrome first appears in childhood, most often between the ages of two and 14.

The most recognizable symptoms of Tourette Syndrome are involuntary body and vocal tics. That is, a part of the child's face or body may occasionally jerk or twitch and the child may make noises that are disrupting and unsettling to other people.

Where these symptoms are pronounced, it will generally be readily recognized that the child has a problem requiring medical treatment. When they are not so pronounced, early stages of Tourette Syndrome are often mistakenly regarded as transient tics of childhood that will go away as the child matures.

Complicating recognition is the fact that symptoms of Tourette Syndrome change regularly. Symptoms disappear, sometimes for months or even years at a time, only to reappear again in different forms. Often, with their reappearance and the passing of time, they become worse. The simple tic may turn into multiple tics, and the throat-clearing noises may turn into uncontrollable swearing, involuntary utterances or even screams. Only in rare instances does the disorder disappear for good.

**T**he first and most important step with a child who exhibits these symptoms is to recognize Tourette Syndrome for what it is – a little known disorder of compulsive and involuntary movements and utterances that require medical attention.

The second important step is to get treatment for the child. The sooner Tourette Syndrome is correctly diagnosed and treatment begun, the better for everyone concerned. Left untreated, the child with Tourette Syndrome experiences great difficulties with schooling and social development, thus compounding and adding to the already heavy burden of the affliction.

There is, as yet, no cure for Tourette Syndrome, but in most cases the disorder can be controlled.

In three out of four people, the symptoms can be either eliminated entirely or greatly reduced by the use of chemotherapy.

Each patient is affected differently by the medication. Under the direction of a physician skilled in its use, small amounts of medication are administered initially, then gradually increased to the point where the patient gets maximum relief from the symptoms with a minimum of side effects.



CAN SUFFERERS LEAD  
NORMAL LIVES?

MORE INFORMATION  
IS AVAILABLE

Research is under way to find new medications and methods of treating Tourette Syndrome, and particularly to help those patients who do not respond well to current medication.

In the meantime, the majority of people with Tourette Syndrome can lead relatively normal, active lives.

The Syndrome may not affect either intelligence or longevity. For example, it is now believed that Dr. Samuel Johnson, the noted 18th century British writer, lexicographer and philosopher, suffered a severe form of the disorder. Despite that, he made both a significant contribution to the world of letters and lived to 75 – a ripe old age in the 1700s.

The major problem faced by those for whom drug treatment is less than 100 per cent effective is the ridicule and rejection they often receive from peers, relatives, teachers and others.

No doubt about it, it can be uncomfortable and upsetting to be around someone suffering from Tourette Syndrome. But if you are, try to be understanding. Understand that they are not purposely disruptive. Understand, if their symptoms are severe, that they are neither insane nor "possessed". Understand that they simply cannot control themselves.

Beneath the involuntary movements and utterances may well be a person worth knowing, a person who will respond to your kindness and encouragement, perhaps even another Dr. Samuel Johnson with an important contribution to make to society.

For more information about this disorder, contact the Tourette Syndrome Foundation of Canada at Unit 17, 153 Bridgeland Avenue, Toronto, Ontario M6A 1P7.

The Foundation is a voluntary, non-profit organization composed of individuals afflicted with Tourette Syndrome, their relatives and other interested people. This Foundation is working to encourage proper diagnosis of Tourette Syndrome, which until recently was often misdiagnosed because of its perplexing nature, and because of the lack of diagnostic information.

The Foundation is also trying to increase public knowledge and understanding of the disorder. And it is raising funds to support research into the nature and causes of Tourette Syndrome. It is hoped eventually that research will lead to a cure.



Ontario

Better health  
for a better life

Ministry of  
Health

Dennis R. Timbrell,  
Minister

# The problem with some "problem" children

TOURETTE'S SYNDROME



itario

Ministry  
of  
Education

Mowat Block, Queen's Park  
Toronto, Ontario  
M7A 1L2

1979-80:36

Ministry of  
Colleges and  
Universities

MEMORANDUM TO: DIRECTORS OF EDUCATION  
PRINCIPALS OF SCHOOLS

RE: (1) FRENCH LANGUAGE RESIDENTIAL DEMONSTRATION SCHOOL  
FOR PUPILS WITH LEARNING DISABILITIES

(2) FRENCH LANGUAGE TEACHER EDUCATION PROGRAM FOR  
TEACHERS OF CHILDREN WITH LEARNING DISABILITIES

(1) The Jules Léger Centre, Faculty of Education, University of Ottawa, 631 Smythe Road, Ottawa, Ontario, K1G 1N7, has been established to provide a special residential educational program for learning disabled students, six to twenty-one years of age, whose language of instruction is French.

The instructional staff of the Centre will provide individualized programs for pupils with severe learning disabilities and for pupils with learning disabilities from sparsely populated areas of the province. The Centre will assist pupils enrolled in the program to develop their abilities sufficiently to be able to return to local programs operated by school boards.

The activities associated with the residential component of the program are designed to enhance the development of each student's academic and social skills.

The procedures to be followed for the referral of pupils to the Jules Léger Centre have been given in a Memorandum of December 27, 1978 to Chairmen of School Boards from the Minister of Education.

The Jules Léger Centre is funded by the Ministry of Education under a contractual agreement with the Faculty of Education, University of Ottawa. The Faculty of Education is responsible for the administration of the total program at the Centre.

(2) In addition to the program for pupils, there is an in-service teacher education component which will be of interest to a cross-section of educational personnel employed by school boards. Each training session will be of one week duration.

Each session will be limited to ten persons. Due to



this limitation on sessional enrolment, a selective procedure will be instituted in order that each school board will have an equal opportunity for personnel to participate in the program.

Where a school board elects to send a teacher to the program whose duties require that he/she be replaced by an occasional teacher, the board may claim reimbursement for the additional cost up to a maximum of fifty dollars (\$50.00) per day. These costs are to be invoiced directly to the Director, Jules Léger Centre.

The Faculty of Education plans to offer this program at the following times:

April 13 - 18, 1980

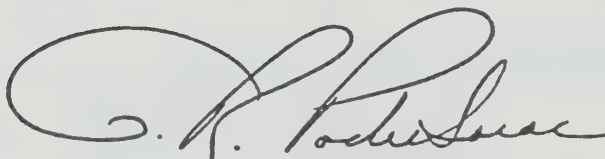
May 4 - 9, 1980

May 25 - 30, 1980

Questions concerning additional costs, the nature and dates of each program and any other information should be directed to:

G. Trottier (Mrs.)  
Teacher Education  
Faculty of Education  
University of Ottawa  
651 Cumberland Street  
Ottawa, Ontario  
K1N 6N5  
Telephone Number: (613) 231-5441

A copy of the application form for the teacher education program is attached.



G. R. Podrebarac  
Assistant Deputy Minister  
Education Programs

March 21, 1980

JULES LEGER CENTRE

Faculty of Education  
University of Ottawa  
(613) 523-7061

631 Smythe Road  
Ottawa, Ontario  
K1G 1N7

APPLICATION FOR REGISTRATION

Professional Development Program

NAME: \_\_\_\_\_ TEL. NO. (HOME) \_\_\_\_\_

ADDRESS: \_\_\_\_\_

SCHOOL BOARD: \_\_\_\_\_

ADDRESS OF SCHOOL: \_\_\_\_\_ TEL. NO. (SCHOOL) \_\_\_\_\_

TEACHING LEVEL: \_\_\_\_\_

POSITION: \_\_\_\_\_

DESCRIPTION OF DUTIES: \_\_\_\_\_

SUPPLY TEACHER REQUIRED: YES ( ) FULL TIME ( )

NO ( ) PART TIME ( )

SESSION PREFERRED: 1ST CHOICE ( )

2ND CHOICE ( )

3RD CHOICE ( )

SIGNATURE OF SUPERINTENDENT: \_\_\_\_\_ DATE: \_\_\_\_\_

SEND TO: Teacher Education  
Faculty of Education  
University of Ottawa  
651 Cumberland Street  
Ottawa, Ontario  
K1N 6N5



Ministry  
of  
Education

Ministry of  
Colleges and  
Universities

Mowat Block  
Queen's Park  
Toronto, Ontario  
M7A 1L2

1980-81: 10

MEMORANDUM TO: DIRECTORS OF EDUCATION  
PRINCIPALS OF SCHOOLS

RE: GRANTS FOR PROGRAMS OUTLINED IN PART 10 OF THE  
GENERAL LEGISLATIVE GRANTS

The purpose of this memorandum is to bring to your attention the purpose and conditions of the programs for which funds are available under Part 10 of the General Legislative Grants Regulation. To that end, the following appendices are attached:

- Appendix 1 Grants to School Boards for Personnel Development
- Appendix 2 Bursary Program for Teachers in French-Language Instructional Units
- Appendix 3 French-Language Professional Development Fund for Teachers
- Appendix 4 Financial Assistance for Student Exchange Programs

Please note that most educational exchange programs are not funded through General Legislative Grants. This matter is clarified in Appendix 4 above which outlines major student exchange programs and the details of their funding.

A handwritten signature in cursive script, reading "G. R. Podrebarac".

G. R. Podrebarac  
Assistant Deputy Minister  
Education Programs

October 16, 1980

## APPENDIX 1

## GRANTS TO SCHOOL BOARDS FOR PERSONNEL DEVELOPMENT

Payments of these grants are made under Part 10 of the General Legislative Grants Regulation.

Aim

The program is designed to assist school boards in granting education leave to any professional staff in French-Language Instructional Units established under part XI of the Education Act, 1974, to attend courses on a full-time basis leading to qualifications in areas in which a need exists for fully qualified professional staff.

Eligibility

The following criteria will be used in determining the eligibility of an applicant:

- (1) The candidate must use French as the regular language of work in a French-language elementary school, a French-language secondary school, the French-language unit of an elementary or a secondary school, or the French-language service of a school board.
- (2) The candidate must have applied for university credit courses or for courses offered by another recognized institution and leading to competence in a specialized area.
- (3) The candidate must be recommended by a board official, and the course must meet a specific need recognized by the board.
- (4) Preference will be given to courses that are taken using French as the language of instruction.

Amount of Grants

The grants program amounts to \$300,000. Grants for the development of specialized staff as referred to above are available for the 1981-82 school year. The maximum amount of any grant will be \$20,000. Boards may apply for more than one grant. Requests for renewals are admissible but do not receive highest priority.



- 2 -

Application Procedure

Please refer to Part 10 of the General Legislative Grants Regulation, 1980, article 34 (b) when preparing a letter of application. Application forms may be obtained from the school board. Note that each application must be accompanied by a resolution of the school board identifying this year of full-time study as a program the taking of which will satisfy a need of the board. Letters of application are to be forwarded to the

Manager, Fellowships  
Student Awards Branch  
Ministry of Education/Ministry  
of Colleges and Universities  
8th floor, Mowat Block  
Queen's Park  
Toronto, Ontario  
M7A 2B4

The final date for the receipt of properly documented applications for the 1981-82 school year is April 1, 1981. Enquiries are to be directed to the above address. (Tel. 965-3208)

October 16, 1980

## APPENDIX 2

BURSARY PROGRAM FOR TEACHERS IN FRENCH-LANGUAGE  
INSTRUCTIONAL UNITS

Payments of these grants are made under Part 10 of the General Legislative Grants Regulation.

Aim

The program is designed to provide incentives for teachers in French-Language Instructional Units established under Part XI of the Education Act, 1974, to upgrade their basic qualifications and to acquire specialized competencies during the months from September, 1980 through April, 1981.

Eligibility

Applicants must certify that at the time of application they:

- (a) hold a valid Ontario Teachers' Certificate or a valid Letter of Standing; (Note: Letters of Permission issued by the Minister of Education are not acceptable).
- (b) teach in French in a French-language elementary school, a French-language secondary school, the French-language unit of an elementary or secondary school or work in a professional capacity in the French-language service of a school board.
- (c)
  - i) intend to register in a board-sponsored winter course offered entirely in French: or
  - ii) intend to register in a course accredited by the Ministry of Education and offered entirely in French by a faculty of education: or
  - iii) intend to register in a course offered entirely in French at a university in Canada: or
  - iv) intend to register in a post-graduate course given entirely in French at a university in Canada.

Amount of Bursary Program

The bursary program amounts to \$ 225,000. These funds will be prorated among all eligible applicants based on the actual registration fees. No bursary will exceed \$ 300.00.

Please note that courses taken during the period from May to August, 1981 will be considered under the 1981 Teachers' Summer Language Bursary Program, which has not yet been confirmed.

Application Forms

Application forms may be obtained from school boards and Regional Offices of the Ministry of Education.

Application Procedure

The completed application form, signed by the applicant, is to be verified and certified by the course instructor, by the principal of the school where the candidate is teaching, and by a supervisory officer of the school board. Applications bearing the certification of a supervisory officer of the school board will be regarded as having been submitted by the board.

It is the responsibility of the applicant to ensure that the application is certified by the appropriate officials.

Payment to Approved Candidates

Each board will receive from the Ministry of Education/Ministry of Colleges and Universities a statement containing the names of the recipients, the amount awarded to each and a cheque to the corresponding total amount. The board will issue a cheque in the appropriate amount to each candidate.

Deadline Date

All applications must be received by the Ministry of Education/Ministry of Colleges and Universities by January 31, 1981 for courses to be taken during the period from September, 1980 through April, 1981.

October 16, 1980

## APPENDIX 3

FRENCH-LANGUAGE PROFESSIONAL DEVELOPMENT FUND  
FOR TEACHERS

The program is designed to promote the professional development of teachers of French as a second language and teachers in French-Language Instructional Units.

The Ministry will provide partial financial assistance through the subsidizing of teachers' participation in seminars, conferences and workshops or of the organizational expenses for such activities. Payments for projects under Part 10 of the General Legislative Grants Regulation will be made to school boards.

Applications for assistance for this fund will be accepted from

- a) school boards
- b) the Ontario Teachers' Federation and its affiliates, faculties of education and other professional groups.

These applications should be submitted by the organizations above and should be endorsed by the chief official concerned. They should contain the title, date and location of the professional development activity, its aims, the number of participants involved, a detailed budget including travel, accommodation, meals, honoraria, consultants' fees, registration fee, a copy of the official program of the activity, and any other pertinent details. This fund makes no provision for payment of salaries for supply teachers. Reimbursement for accommodation and meal costs will not exceed the prevailing Ministry rates.

Please note that application forms will be forwarded to school boards. Others should request forms from the Co-ordinator's office.

Each activity should be treated as an individual project and presented as a separate proposal. In order that the Grants Committee may study the requests, letters of application must be presented at least one month prior to the opening date of the event and sent to:

The Co-ordinator  
French-Language Professional  
Development Fund for Teachers  
Special Projects Branch  
14th Floor  
Mowat Block, Queen's Park  
Toronto, Ontario  
M7A 1L2

Tel. (416) 965-9170  
965-9167

October 16, 1980



## APPENDIX 4

## FINANCIAL ASSISTANCE FOR STUDENT EXCHANGE PROGRAMS

Student Exchange Programs eligible for financial assistance under Part 10 of the General Legislative Grants Regulation are the following:

1. French as a Second Language - Interprovincial student group exchanges (elementary and secondary levels).
2. Ontario-Québec Class Twinning Program - Travel grants for student groups participating in this program and wishing to visit their twin class in the Province of Québec.
3. French-Language Instructional Units -  
 a) International, interprovincial and intra-provincial exchanges between groups of French-speaking students (elementary and secondary levels); b) for assistance for cultural enrichment programs.

School boards are expected to provide interim funding for grants approved in the above categories and will subsequently claim reimbursement from the Ministry. The claim will be supported by a statement of expenditures and will not exceed the amount of the grant approved.

- NOTE:
1. The terms of assistance under the Ontario Young Travellers' Program will be described in the unnumbered memorandum entitled Ontario Young Travellers' Program 1980-81.
  2. Other international, interprovincial and intraprovincial student exchange programs such as the Educational Exchange programs are not included in the General Legislative Grants Regulation. Approval of the school board must accompany such requests, but any grant approved will be paid directly to the school board by the Ministry.

Part 10 and non-Part 10 requests for grants have a common application form. It is available from:

Student Exchange Programs  
 Special Projects Branch  
 Ministry of Education, Ontario  
 Mowat Block, Room 1444  
 Queen's Park, Toronto  
 M7A 1L2  
 (Telephone: (416) 965-5989)

October 16, 1980



Ontario

Ministry  
of  
Education

Ministry of  
Colleges and  
Universities

Mowat Block, Queen's Park  
Toronto, Ontario  
M7A 1L2

1980: B 7

MEMORANDUM TO: DIRECTORS OF EDUCATION

RE: PUPIL TRANSPORTATION EXPENDITURE  
ELIGIBLE FOR GRANT, 1980-81

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Enclosed is a copy of the Instructions (Form ME300) concerning pupil transportation expenditure that will be approved for grant purposes for the 1980-81 school year.

The maximum approval rates for 1980-81 are increased by an average of 12% over 1979-80 levels.

The Ministry endorses the view that allowing passengers to stand on school buses constitutes an unsafe practice which should be discouraged. In this regard, changes are made in the areas of the form that describe conditions of approval in the calculation of occupancy ratio and in the determination of increases to approval rates as a result of high occupancy ratio.

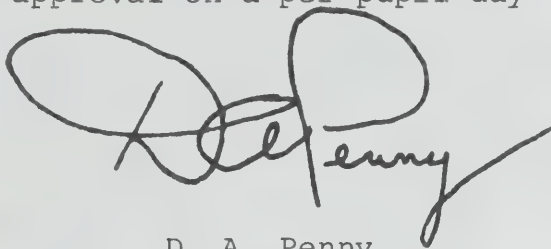
For purposes of calculating occupancy ratio, the weighting applicable to pupils at the grade 7 level and beyond is increased to 1.5. This supports the view that not more than two pupils of this age group can be seated in the 99 centimetre bench seat common to most school buses.

The approval rate for school buses used for regular home to day school transportation will be increased where an occupancy ratio in excess of 1.05 is attained as a result of extended use of vehicles, multiple routing, etc. Standing passengers on school buses will not be counted for purposes of calculating occupancy ratio in this regard.

It is expected that the school board will plan the school bus routes to provide seating for all passengers and that standing passengers will be permitted only in unusual or extenuating circumstances.

Other changes effective for the 1980-81 year are:

- (a) the maximum daily rate for approval of public transit fares is removed. For 1980-81, school board expenditure for pupil transportation by public transit will be eligible for grant assistance up to the level of the student fare set by the public transit authority providing the service;
- (b) the procedure for approval of part-year transportation of handicapped pupils includes an option for calculation of the maximum approval on a per pupil day basis.

A handwritten signature in dark ink, appearing to read 'D. A. Penny', with a large, stylized initial 'D' and a long, sweeping underline.

D. A. Penny  
Executive Director  
Planning and Policy Analysis

Attachment

August 29, 1980



Ontario

Ministry  
of  
Education

## INSTRUCTIONS RE PUPIL TRANSPORTATION

JULY 1, 1980 – JUNE 30, 1981

### 1. Definitions

- (1) **Home to School Transportation** means, in respect of a board,
  - (a) transportation from home to school and return of a resident pupil of the board enrolled at a day-school or summer-school program operated by the board,
  - (b) transportation from home to school and return of a resident pupil of the board enrolled at a school operated by another board to which the board pays fees in respect of such pupil,
  - (c) transportation of a person who is qualified to be a resident pupil of a board between the pupil's home and an educational program that is funded by the Ministry of Education through General Legislative Grants, at a facility referred to in subsection (2) of section 163 of The Education Act, 1974, and
  - (d) transportation of a child who is qualified to be a resident pupil of the board between the child's home and a centre operated by a local association that is affiliated with the Ontario Association for the Mentally Retarded.
- (2) **School-to-School Transportation of Classes**  
School-to-school transportation of classes eligible for approval means transportation on a regular basis (15 or more trips during the school year) of the *same* class of pupils between the *same* schools for a course of study requiring special facilities and equipment not available in the home school.
- (3) **School-to-School transportation of handicapped pupils** refers to transportation for a handicapped pupil from one school to another or to,
  - (a) an Ontario school for the blind,
  - (b) an Ontario school for the deaf,
  - (c) a facility established under *The Developmental Services Act, 1974*,
  - (d) a psychiatric facility established under *The Mental Health Act*, or
  - (e) a clinic or an institution in which, in the opinion of the Minister the treatment provided is considered to be part of the educational program undertaken by the board.
- (4) **Daily distance for home-school transportation** means the daily kilometres travelled by a school bus, in transporting pupils to and from school, that is equal to the sum of the distance travelled from the point of first pick-up to the point of last drop-off and the shortest distance from the point of last drop-off to the point of first pick-up in respect of each regular daily trip.
- (5) **Loaded kilometres** refers to the distance travelled by a school bus while it is carrying pupils.
- (6) **Seating capacity of a school bus**, is to be determined by dividing the total bench space of a bus by 33 cm (or 13") except that the seating capacity for vehicles other than buses will be as follows:

Cars	– 4 pupils
Station Wagons	– 7 pupils
Vans	– Manufacturer's rating less driver

In the case of contracted or leased vehicles, the approval of pupil transportation expenditure for grant purposes can not be based on a vehicle of greater seating capacity than that which the board contracted for. Where a contractor supplies a larger vehicle than required by the contract, the approval is based on the size of vehicle stated in the contract.

- (7) Where used in these instructions, the term school bus means all wheeled road vehicles owned or under contract by a board and used for the transportation of pupils and includes automobiles, station wagons and vans.
- (8) **Weighted school bus occupancy ratio** is the relationship, correct to three places of decimals, that the number of pupils transported to and from school on a regular daily basis bears to the total seating capacity of all contracted and board-owned school buses used in the transportation of the pupils except that,
  - (a) pupils at the grade 7 level and beyond and trainable retarded pupils are to have a weighting factor of 1.50 and
  - (b) where vehicles are shared, the seating capacity is to be prorated in the ratio of cost borne by each of the users.

### 2. Agreement

- (1) The Ministry does not approve transportation contracts; it establishes the maximum expenditure for transportation that will be eligible for grant. The board, however, shall enter into a written agreement with each operator. Form ME314 may be used for this purpose.
- (2) A board may enter into an agreement to transport pupils of another board, [The Education Act, 1974, section 156 (1)]
- (3) A board of education may make one agreement with an operator to cover the transportation of public and secondary-school pupils.
- (4) Two or more boards may jointly enter into an agreement with an operator to provide for the transportation of pupils.

### 3. Conditions of Approval of Transportation Expenditure

- (1) The pupil transportation expenditure of a school board will be approved by the Minister for assistance through General Legislative Grants in accordance with these instructions, provided:
  - (a) that the operator meets in all respects the requirements of The Highway Traffic Act, The Public Vehicles Act, and the Regulations thereunder,
  - (b) that the board has received proof of each driver having had a tuberculin test and, where required, a chest x-ray examination, as a condition of employment. (See Ministry of Education memo 1975-76: 38)
  - (c) that the parents or guardians of resident pupils have not contributed, except by taxation, in respect of the transportation service for which grant approval is sought,
  - (d) that each motor vehicle used is a passenger car, station wagon, bus or other means of transportation, such as a boat or snowmobile, which has been designed and built by the manufacturer for the conveyance of passengers, and
  - (e) that the board maintains available for audit by the Ministry upon request adequate records of the information used to determine maximum approvals, including copies of contracts for school transportation services that specify for each vehicle, the size of the vehicle to be supplied, a map or description of the pickup route the vehicle is to travel and the number of pupils for whom transportation is planned.
  - (f) that the planned routes for the transportation of pupils be designed to provide seating space for all school bus passengers.



4. Maximum Expenditure Eligible for Grant

(1) Home-School Bus Transportation

(a) Basic Per Diem School Bus Approval Amount

SEATING CAPACITY (SEE ITEM 1(6))		PER DIEM RATE CONTRACT OR LEASED BUSES	PER DIEM RATE BOARD-OWNED BUSES
Cars	4 passengers	14.50	14.50
Station Wagons	6-10 "	18.00	18.00
Vans & Buses	11-18 "	51.00	40.80
	19-24 "	57.00	45.60
Buses	25-30 "	59.00	47.20
	31-36 "	61.50	49.20
	37-42 "	64.00	51.20
	43-48 "	66.00	52.80
	49-54 "	67.50	54.00
	55-60 "	69.50	55.60
	61-66 "	72.00	57.60
	67-72 "	74.00	59.20
	73-78 "	87.00	69.60
	84 or over	89.50	71.60

Above rates have taken into account expected forthcoming increases in petroleum product prices.

(b) Maximum Daily Expenditure Eligible for Grant

(i) The maximum daily expenditure eligible for grant is the sum of,

- a the sum of the basic per diem approval amounts shown in item (a) that relate to the buses used to provide daily home-to-school transportation (combined elementary and secondary) to and from school (excluding buses used as spares), and
- b the product of 55 cents and the greater of,
  - I. the mid-day kilometres re transportation of kindergarten pupils travelled by buses that are also used on morning and afternoon routes, and
  - II. the excess of the total daily kilometres travelled by the buses in a. over the sum of the products of 48 and the number of vehicles of 10 passengers or less capacity, and 96 and the number of larger school buses.

except that,

- c where the weighted school bus occupancy ratio is less than .90, the amounts determined in a and b are reduced by multiplying them by the ratio and dividing by .90, and
- d where the weighted school bus occupancy ratio is greater than 1.05, the Ministry may approve the amounts determined in a and b being increased by multiplying them by the sum of 1.0 plus 1/6 of the excess of the ratio over 1.05 (the Ministry will not approve an increase to the amounts determined in a and b on account of that portion of a weighted school bus occupancy ratio in excess of 1.05 that results from loading school buses beyond a capacity of 3 pupils in junior kindergarten to grades 6 or 2 pupils in grades 7 to 13 per 99 centimetre bench seat in the bus), and
- e an allowance for school board administration costs equal to 2% of the approval determined by paragraphs a, b, c and d.

(ii) Where there is an arrangement to share a school bus (used in the transportation of pupils who are the responsibility of two or more boards, or a board and, Canada or a private school), the amounts described in item (b) (i) to be included in the calculation of the maximum daily expenditure of a board eligible for grant are to be proportionate to the percentage of the cost of the bus borne by the board. This percentage is to be applied to the seating capacity of the buses, to the basic per diem vehicle approval amount, to the total daily kilometres travelled by the bus and to the 96 (or 48) daily kilometres used in item 4(1)(b)(i)b.

- (c) The determination of the number of pupils transported, the buses used and the daily kilometres travelled by the buses is to be based on the service provided as of October 31, 1980.
- (d) Maximum expenditure eligible for grant is to be based on 80 days for the September to December period and 120 days for the January to June period.

(2) Transportation of Handicapped and Trainable Retarded Pupils

Where school buses are provided exclusively for the transportation of pupils, who, for physical, mental or emotional reasons, are unable to use regular transportation and for whom the board has medical certification that regular transportation is not adequate, the maximum expenditures eligible for grant, except where item 4(8) applies will be determined as follows:

- (a) Where home-to-school transportation is provided on a daily basis throughout the school year, the number of buses, daily kilometres travelled, and pupils transported are to be included in the calculation of regular daily home-school transportation expenditure eligible for grant [item 4(1)].
- (b) Where home-school transportation is provided for periods of less than the school year or where school-to-school transportation is provided the expenditure will be approved up to a maximum per diem amount of \$14.50 per school bus used or 60 cents per loaded kilometre or \$4.85 per day per pupil, whichever is the greater.

(3) Summer School Transportation

The maximum pupil transportation expenditure eligible for grant is calculated separately, but in the same manner as similar types of transportation during the regular school year (September-June), except that summer school transportation approvals are based on the actual number of days for which the transportation is provided.

(4) School-to-School Transportation of Classes on School Buses

Where classes are transported from school-to-school, as defined in item 1(1) of these instructions, the maximum expenditure eligible for grant is the product of \$1.10 and the number of loaded kilometres as defined in 1(5) or \$15.00 per trip (from school-to-school and return), whichever is the greater.

(5) Public Transit

Where pupils are transported by public transit from home-to-school and return in respect of regular day school or from school-to-school as defined in section 1, the school board expenditure will be eligible for grant assistance to the extent that it is not in excess of the student fare rates set by the public transit authority providing the service.

**(6) Transportation of Pupils to Ontario Schools for the Deaf or Blind**

Subject to the approval of the Minister, expenditure for transportation by the most economical means of a pupil to and from his home and an Ontario school for the deaf or the blind in respect of trips that have been authorized by the Superintendent of the school in which the pupil is enrolled, is eligible for grant. Where required, the cost of providing an escort may be included as a cost of this transportation.

**(7) Board, Lodging and Transportation**

Expenditure for board, lodging and transportation of pupils is eligible for grant in the maximum amount of \$10.00 per day the pupil is registered for attendance.

For trainable retarded pupils and handicapped pupils, greater per diem amounts are subject to the approval of the Minister.

**(8) Special Approvals for the transportation of Handicapped Pupils (including Trainable Retarded) and for Unusual Transportation Requirements.**

Where,

(a) special circumstances for the transportation of a handicapped pupil, including the purchase by a board of specially equipped vehicles for orthopaedically handicapped pupils, require expenditure in excess of the regular approval maximums, or

(b) a board incurs home to school pupil transportation expenditure in excess of the regular approval maximums as a result of the purchase, from another board, of education for a group of pupils in a program not offered by the board purchasing the education, or

(c) unusual expenditure related to pupil transportation is necessary,

the Ministry, upon the receipt of a request submitted by a board to the appropriate Regional Office, will review the situation and determine the maximum expenditure eligible for General Legislative Grant.

**(9) Purchase of School Bus**

(a) Where the purchase of a new bus is approved by the Minister, the amount eligible for grant is the lesser of the actual cost and the product of \$350. (effective July 1, 1980) and the seating capacity of the bus.

(b) Where a vehicle is disposed of in the purchase, the depreciated value is deducted from the amount determined in (a) above.

(c) Where a used vehicle is purchased, the amount eligible for grant is the lesser of the actual cost and the depreciated value.

(d) The depreciated value referred to in (b) and (c) is determined on the basis of a value of \$350. per seat amortized over 7 years.

(e) Form ME309 is to be completed to obtain approval of the expenditure for purposes of General Legislative Grant.

(f) Where a debenture is issued for the purchase of a bus, the term is not to exceed five years.

**(10) Northern Ontario Boards or a Provisional County Board**

(a) The maximum pupil transportation expenditure approvals for boards whose jurisdiction is in a territorial district or provisional county will be 115 per cent of the amounts described, except board, lodging and transportation, see item 4(7).

(b) Where only a part of a board's jurisdiction is in a territorial district, the maximum daily expenditure eligible for grant calculated under item 4(1) (b) is to be increased by the proportion of 15 per cent that the number of territorial district pupils transported is to the total number of pupils transported by the board.

**5. Apportionment of Cost and Maximum Expenditure Eligible for Grant by Boards of Education**

(1) Transportation expenditure pertaining solely to elementary school pupils is to be charged to the elementary panel. Expenditure pertaining solely to secondary school or trainable retarded pupils is to be charged to the secondary panel. Transportation expenditure pertaining to both elementary and secondary (including trainable retarded) pupils is to be apportioned in the ratio of weighted pupils transported for the panels in the vehicle concerned. The weighting factor is 1.50 for pupils enrolled in grades 7 and beyond and for trainable retarded pupils.

(2) The maximum expenditure eligible for grant should be apportioned between the elementary and secondary panels of a board of education in the same ratio that the expenditure is charged to each panel. Where apportionment of the maximum expenditure eligible for grant to the panels is made in some other manner, it will be subject to the approval of the Minister.

**6. Expenditure Eligible for Grant**

The amount of transportation expenditure approved for General Legislative Grant purposes is the lesser of the maximum expenditure eligible for grant and the actual expenditure of the board or panel in the case of a board of education. This will be determined for each of the periods July to December and January to June, and will be determined separately for Home-School Transportation, School-to-School Transportation, Transportation to an Ontario school for the deaf or the blind, and Board, Lodging and Transportation.

**7. Reimbursement of Non-Resident Pupil Transportation Costs by the Minister**

(1) The General Legislative Grants Regulation defines the pupils for whom reimbursement of transportation costs will be made by the Minister.

(2) The amount of reimbursement is the lesser of,

(a) the actual cost of the pupil transportation to the board, and

(b) the maximum amount that would have been approved for grant purposes if the transportation had pertained to a pupil resident within the board's jurisdiction.

(3) In the case of school bus transportation, the maximum reimbursement for a pupil is the proportion of the maximum approval rates for the applicable bus that such pupil (weighted by 1.50 if enrolled in grade 7 and beyond) is to the total number of weighted pupils transported on the bus, or at the option of the board the reimbursement, subject to the approval of the Minister, may be based on the lesser of the average cost per pupil of the school bus transportation provided by the board and the maximum approval per pupil for such transportation. Where the option is chosen it is to be used in respect of all pupils for which reimbursement of school bus transportation is claimed from the Minister.

(4) The maximum reimbursement is based on 80 days for the September-December period, 120 days for the January-June period, and the actual number of days for which summer school transportation is provided.

FORMS

FORM NO.	TITLE	COMPLETED BY	RECIPIENT	
ME 301	Principal's Report on Transportation of Pupils	School	Board Offices Regional Offices	January 15, 1981 (1)
ME 302	Summary of Resident Pupil Transportation (Summary of Principal's Reports)	Board	Regional Office of the Ministry of Education	January 15, 1981
ME 303	Vehicle Information, Transportation of Pupils	Board	Regional Office of the Ministry of Education	January 15, 1981
ME 304	Calculation of Maximum Expenditure Eligible for Grant Home-School Bus Transportation of Resident Pupils	Board	Regional Office of the Ministry of Education	January 15, 1981
ME 305	Estimate of Pupil Transportation Expenditure 1980 – 81	Board	Regional Office of the Ministry of Education	January 15, 1981
Required only where applicable:				
ME 306	Calculation of Maximum Expenditure Eligible for Grant in Respect of Public Transit Fares	Board	Regional Office of the Ministry of Education	January 15, 1981
ME 307	Calculation of Maximum Expenditure Eligible for Grant-Vehicles Employed for the Transportation of Handicapped Pupils	Board	Regional Office of the Ministry of Education	January 15, 1981 July 16, 1981 (2)
ME 308	Calculation of Maximum Expenditure Eligible for Grant in Respect of School-to-School Transportation of Classes	Board	Regional Office of the Ministry of Education	January 15, 1981
ME 309	Application for Approval for Grant in Respect of Purchase and/or Disposal of School Vehicles	Board	Regional Office of the Ministry of Education	as required
ME 310	Application for Approval for Grant Re Board, Lodging and Transportation	Board	Regional Office of the Ministry of Education	January 15, 1981 July 16, 1981 (2)
In Respect of Transportation to and from Ontario schools for the deaf and the blind only:				
ME 311	Report of Superintendent of The Ontario School for the Deaf or the Blind	School	Board and Regional Office	October 31, 1980
ME 312	Application for Approval for Grant Purposes of Expenditure for Transportation of pupils to and from Ontario Schools for the deaf and the blind—Via Public Transit	Board	Regional Office of the Ministry of Education	January 15, 1981 July 16, 1981 (2)
ME 313	Application for Approval for Grant Purposes of Expenditure for Transportation of Pupils to and from Ontario Schools for the deaf and the blind—Via Contracted or Board-Owned Vehicles	Board	Regional Office of the Ministry of Education	January 15, 1981 July 16, 1981 (2)
Other Forms				
ME 314	Agreement for Transportation	Board	N/A	N/A
ME 315	Application for General Legislative Grant Approval for Cost of Transporting Cost-of-Education Pupils	Board	Regional Office of the Ministry of Education	January 15, 1981 July 16, 1981 (2)

- (1) Copies of Form *ME 301* are to be forwarded to the **Regional Office** along with the summary, Form *ME 302*
- (2) A separate completion of Forms *ME 307, 308, 310, 312, 313* and *315* will be needed for the periods July-December 1980 and January-June 1981. The respective forwarding dates are January 15, 1981 and July 16, 1981.





Ministry  
of  
Education

Ministry of  
Colleges and  
Universities

Mowat Block  
Queen's Park  
Toronto, Ontario  
M7A 1L2

1980-81: 24

MEMORANDUM TO: DIRECTORS OF EDUCATION  
PRINCIPALS OF SCHOOLS

RE: A BURSARY PROGRAM FOR TEACHERS TO TRAIN  
AS TEACHERS OF THE DEAF

The Ministry of Education announces a bursary program to encourage and support qualified teachers to train as teachers in the area of deaf education. Bursaries in the amount of \$1,250 each will be awarded to teachers who hold an Ontario Teacher's Certificate and wish to attend the 1981-82 one-year specialist program in deaf education at the Teacher Education Centre, Belleville.

Persons now attending a university faculty of education and who will qualify for an Ontario Teacher's Certificate in the spring of 1981 are also eligible.

Qualified teachers who successfully complete this specialist program will receive a Diploma in Deaf Education and the appropriate entry on their Ontario Teacher's Qualifications Record Card which enables them to teach deaf or hard-of-hearing pupils in Ontario.

Applications by teachers for the bursary award program must be submitted by March 31, 1981, to:

Mrs. M. B. Ryan, Principal  
Teacher Education Centre  
Sir James Whitney School  
Belleville, Ontario  
K8P 1B2

Telephone: (613) 962-5361

G. R. Podrebarac  
Assistant Deputy Minister  
Education Programs

March 4, 1981





MEMORANDUM TO: DIRECTORS OF EDUCATION  
PRINCIPALS OF SCHOOLS

- RE: 1. SECONDARY SCHOOL SPECIAL EDUCATION
2. CURRICULUM R.P.31, ENGLISH COMPOSITION, BUSINESS  
CORRESPONDENCE AND LANGUAGE STUDY
3. SECONDARY EDUCATION REVIEW PROJECT TIMELINE
4. EXTENSION OF CIRCULAR H.S.1, 1979-81.

1. SECONDARY SCHOOL SPECIAL EDUCATION

A. To clarify the concept of "special education" in secondary schools, the following definition is drawn to your attention:

Special education in secondary schools refers to the provision of special education programs and special education services at all four levels of difficulty as described in Circular H.S.1, 1979-81, for such pupils whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that they are considered to need placement in a special education program by a Special Education Identification Placement and Review Committee of a board.

B. Circular H.S.1, 1979-81, page 7, states: "Where desirable and feasible, students should be permitted to take courses at different levels of difficulty and should not be unduly influenced into taking all courses at a single level." This policy continues. Courses offered at basic and modified levels of difficulty (formerly Occupational, Services/Vocational, Levels 1, 2, 3) are not exclusively for the enrolment of exceptional students.

C. Regarding the subject of teacher qualifications, Ontario Regulation 704/78 as amended by Ontario Regulation 556/80 makes the provision, "... that no teacher shall be assigned or appointed to teach in a special education program unless he holds qualifications in special education shall not apply to teaching classes in general studies or technological studies in a special vocational or an occupational program until the 1st day of September, 1985".

2. CURRICULUM R.P.31, ENGLISH COMPOSITION, BUSINESS  
CORRESPONDENCE AND LANGUAGE STUDY

Effective September 1, 1981, English, Senior Division 1977, and Français, Senior Division 1973 will supersede Curriculum R.P. 31, English Composition, Business Correspondence and Language Study which will, on that date, be deleted from Circular H.S.1, 1979-81, pages 28 and 37.

The guideline English, Senior Division 1977 states policy and provides suggestions for teaching English in the Senior Division. The suggestions on pages 58-66 can be helpful in planning well-rounded courses in English for students of Business Education.

In addition, the document English, A Resource Guide for the Senior Division, 1980, pages 184-209, presents practical ideas for teaching English to students in Business Education programs.

These documents address significant elements of an English program for students of business, such as business letters, reports, memoranda, and précis-writing. They also include approaches and concrete suggestions for designing a balanced program of writing, language study, and literature. It should be noted that a new guideline in Français, Senior Division is in the final stages of preparation.

3. SECONDARY EDUCATION REVIEW PROJECT

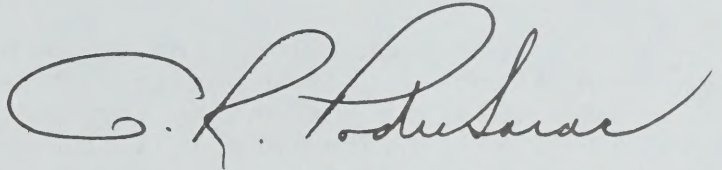
The Secondary Education Review Project is making progress in its study of secondary school education. Advice and comment to the project by educators and the public has been abundant and encouraging. The volume of input, however, has necessitated an extension of the completion deadline for the assessment, evaluation, reaction and design phases to the end of April 1981. A discussion paper for validation and comment will then be circulated throughout the Province.

On the basis of the validation reactions, the Steering Committee will prepare a recommended blueprint for secondary education for submission to the Minister of Education in September 1981. The target date for completion of the project has therefore been extended from March 1981 to September 1981.

4. EXTENSION OF CIRCULAR H.S.1, 1979-81

In memorandum 1979-80:8, Circular H.S.1, 1979-81 was extended to include the school year 1981-82.

Circular H.S.1, 1979-81 is hereby given a further extension to include the 1982-83 school year.

A handwritten signature in dark ink, appearing to read 'G. R. Podrebarac', with a large, stylized initial 'G'.

G. R. Podrebarac  
Assistant Deputy Minister  
Education Programs

April 14, 1981





Ontario

Ministry  
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Education

Ministry of  
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Mowat Block  
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1980-81: 38

MEMORANDUM TO: DIRECTORS OF EDUCATION  
PRINCIPALS OF SCHOOLS

RE: EDUCATION OF GIFTED PUPILS

A number of inquiries have been received about the education of gifted pupils. Under the terms of the Education Act, 1974, as amended by the Education Amendment Act, 1980, (Bill 82), gifted pupils in Ontario will be considered to be among those exceptional pupils for whom a program which meets their particular needs must be provided in both the elementary and secondary school panels. Programs may range from individualized instruction within the regular classroom to placement in special education classes.

The Ministry of Education is in the process of revising the current special education funding mechanism and intends to fund special education programs and services for the gifted in the same manner as all other special education programs and services. For 1981, however, there are no changes in the method of funding programs and services for the gifted.

In accordance with the regulation, gifted pupils must be identified by a Special Education Identification Placement and Review Committee of the board of which they are resident pupils before being placed in a special class or withdrawal program. For purposes of planning educational programs, gifted pupils are those who have an unusually advanced degree of general intellectual ability such that differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program are required.

A handwritten signature in cursive script, reading "G. R. Podrebarac".

G. R. Podrebarac  
Assistant Deputy Minister  
Education Programs

June 18, 1981







